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ABSTRACT

This curriculum guide contains lesson plans and student materials for a workplace literacy program for health care workers in hospitals, nursing homes and home-care agencies. The guide begins with a bibliography that contains the following: 44 books, 15 videotapes, 1 multimedia presentation, 12 health magazines and journals, 41 references, and 26 instructional aids. The curriculum is organized into four sections that cover these topics: personal issues, role of the caregiver, interpersonal issues, and procedures on the job. Each section contains short learning activity packets to be handled individually by students with some assistance from a teacher. Each learning activity package consists of an issue, a goal, objectives, and activities for students to perform with handouts as needed. (KC)

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ED 416 386

# HOME CARE CHALLENGE CURRICULUM:

## PERSONAL AND ROLE OF THE CAREGIVER

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The National Workplace Literacy Grant, funded in part by the U.S. Department of Education and called Home Care Challenge, united Carroll Community College in a partnership with Carroll Hospice, Inc.; Carroll Lutheran Village, Inc.; and Home Call, Inc., businesses that employ home health aides, certified nursing assistants, companions, and support personnel.

The business partners saw this project as an ideal way to upgrade the skills of their caregivers. In fact, their goals for Home Care Challenge have driven the development of this original workplace specific curriculum. These goals include improving reading fluency, problem solving, and critical thinking skills; upgrading reporting and documentation skills; improving communication skills, particularly listening and speaking skills; and promoting self-esteem, career development, and team building. To address these goals, an integrated, personalized, and customized curriculum is built around four issues central to these health care providers: Personal, Role of the Caregiver, Interpersonal, and Procedures on the Job. While not attempting to teach participants their job, the curriculum exposes them to a wide array of experiences through learning activity packets that can enhance their performance personally and professionally.

While the partners' goals have driven the curriculum development for such a program, an even more crucial question becomes how such a curriculum will be organized, especially in the light of the fact that National Workplace Literacy Programs center their learning activities around workplace materials while giving participants opportunities to broaden their knowledge and experiences. Often such workplace curricula are organized around discreet reading, writing, computation, critical thinking, and problem solving skills with little attempt to show the integrated nature of learning or the multiplicity of skills that one must apply to each learning task. Instead of discreet subjects, this Home Care Challenge curriculum is organized around the adult learning principle of issues.

From a study of the task analysis of what caregivers do on their jobs was born the idea for **An Issues Centered Workplace Literacy Program for Caregivers**. The specific sections include the following topics:

1. ***Personal Issues*** --This section includes a personal portfolio; a personal learning plan; assessments; useful forms; materials on self-esteem, learning styles, time management, stress management, goal setting; and career ladder exploration.

2. ***Role of the Caregiver*** --This section includes the caregiver's role considered in a broader, more global context. Participants explore various illnesses and diseases through case studies and reading activities. Their final portfolio piece comes in the form of an exploration of a disease or topic germane to their role as caregivers. They also study legal and ethical issues of caregiving.

3. ***Interpersonal Issues*** --Besides examining attitude and work ethic issues, this section emphasizes communication skills of all types, oral and written, verbal and nonverbal, and listening and speaking skills. Participants also explore special communication skills needed when dealing with clients with certain illnesses/diseases as well as those skills needed when dealing with death and dying. They also examine special topics such as ethnic and cultural diversity and client anger in an effort to develop coping strategies.

4. ***Procedures on the Job*** --This section includes medical terminology and abbreviations, map reading and computing distances, manipulating conversions, and ergonomics; it makes extensive use of materials supplied by the partners. The section also explores the correlation between nutrition and health and asks participants to apply that knowledge to

clients for whom they care.

Such an organization allows for the integration of literacy skills of many levels into topics that caregivers deal with on the job *without* trying to teach them their job. The issues themselves are not always discreet; some learning activity packets could be placed under several issues.

Although the curriculum is dispensed through learning activity packets designed to be completed independently and individually in a learning center environment, the interaction between instructor and student and among students is important for helping to focus students' attention on important concepts and instructional objectives of the packets themselves. Most of these activities in the packets are designed to be handled with minimum teacher instruction but with maximum teacher response.

Besides being integrated, the curriculum is also unique in being customized to the needs of a specific partner and its employees. The Role of the Caregiver issue and the Procedures on the Job issue lend themselves to this customizing. Customizing workplace curriculum is good because of the transfer of knowledge learned to the job itself.

The learning activity packets decided upon for each student can be handled in almost any order, with the participant moving back and forth among issues. Usually, however, the instructor and participants determine that beginning with several of the packets under Personal Issues as well as some initial readings on the Role of the Caregiver is a way to help them personalize the curriculum by focusing on their goals in the light of their current role. Personalizing the curriculum is also enhanced by using such tools as a job sheet, a listing of the LAPs the learner wants to complete; a dialogue journal, a spiral notebook written in each day and responded to by the instructor; and, a research project designed to give learners more in-depth experience in the health care field.

The Role of the Caregiver issue gives learners the opportunity not only to strengthen reading and writing skills, but also the opportunity to explore illnesses and diseases that they encounter through case study formats. One particular learning activity packet under Role of the Caregiver issue actually launches participants into the culminating project of the learning center; that is, an investigation of an illness or an issue that is germane to them as caregivers and a meaningful presentation of those findings in a pamphlet for their peers. Teacher and participant may decide that, instead of a disease, another type of issue such as reducing stress, infection control, or some other germane topic can be investigated and presented.

Although such investigation, whether of a disease or an issue, seems to require higher level thinking and writing skills, it is the culminating project of their written personal portfolios that they have been accumulating since the beginning of their enrollment in the learning center. Although some of the learning activity packets are academically challenging, they are meant to expose these participants to the wide range of skill development that marks the health care field. Participants are therefore able to judge whether they are capable of handling still more rigorous training on the nursing career ladder.

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# HOME CARE CHALLENGE ISSUES/CURRICULUM

## I. PERSONAL ISSUES

A) Task Analysis for Home Care Aides
B) Getting To Know You (Lesson 1A)
C) Personal Portfolio
D) Biopoem
E) Communication - Time Management
F) Practice in Filling out forms
G) Hepatitis B Form
H) Portfolio Entry – Keeping A Medical History I
I) Keeping A Medical History – Stage II
J) Medical History
K) Determining Your Environmental Preference
L) Learning Styles Inventory
M) Setting Goals
N) Exploring Your Career
O) Home Care Nursing
P) Managing Stress
Q) Controlling Stress
R) Handling Stressful Work Situations
S) Reading Enhancement - "Telephone Solicitor"
T) The Wellness Book
U) Self-Esteem
V) Understanding Change
W) Joy of Working

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## *TITLE:*

Task Analysis for Home Care Aides

## *ISSUE:*

Personal

## *GOAL:*

To complete a task analysis of the job

## *OBJECTIVES:*

1. To list regular activities
2. To list reading, writing, and math activities
3. To identify tasks that are easy, difficult, stressful, rewarding
4. To explain tasks that give greatest satisfaction
5. To explain the job to someone else
6. To analyze needs to be more effective

## TASK ANALYSIS FOR HOME CARE AIDES

1. What similar activities do you perform on a regular basis for most clients?

2. What various activities do you perform on a more individual, as-needed basis?

3. How much reading do you do on the job?

4. What are the materials you must read? Which ones are most difficult?

5. How much writing are you required to do for your job? What kind of writing must you do?

_____ Reports _____ Memos _____ Other

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

6. What math skills do you use in your job?

_____ Measurements _____ Calculations _____ Making conversions

_____ Metric _____ Other

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

7. What tools or instruments do you use to perform your job?_____________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

8. Do you sometimes feel like there are not enough hours in a day? How do you deal with time management?______________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

9. What things are easiest for you to accomplish on the job? Why?________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

10. What things are most difficult for you to accomplish? Why?

11. What part or parts of your job cause you the most stress? Why?

12. What part of your job is the most rewarding?

13. If you were training a new person to do your job, what would that person need to know before you could teach him/her the job?

14. What information or training would help you to improve your job performance or make your work more rewarding?

TASKANAL.HCC

## *TITLE:*

Getting To Know You (Lesson 1A)

## *ISSUE:*

Personal

## *GOAL:*

To launch an informal icebreaking discussion

## *OBJECTIVES:*

1. To describe personal interests and hobbies, reading habits, and family
2. To describe the job and explain why you chose health care

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# GETTING TO KNOW YOU - LESSON 1A

**"Getting To Know You":** questions to launch an informal icebreaking discussion. (Students may write down their answers as we discuss them, or afterward.)

1. What are your favorite things to read? Magazines? Newspapers? Recipes? Books on Travel or Beauty? Novels?____________________
   ________________________________________

2. What are you looking forward to most about this class? Least?____________
   ________________________________________

3. Is there anything you are nervous about regarding the class?____________
   ________________________________________

4. What kinds of reading activities might be most helpful to you at work, home, with your children or family members?____________________
   ________________________________________

5. What do you do on your job?____________________________
   ________________________________________

6. Why did you choose health care as an occupation?__________________
   ________________________________________

7. What are your hobbies? Favorite television show? Favorite movies?________
   ________________________________________

8. Describe your family life--extended family, ages of children, single parent?______
   ________________________________________
   ________________________________________
   ________________________________________

9. Are you originally from Carroll County? If not, where?________________
   ________________________________________

## *TITLE:*

Personal Portfolio

## *ISSUE:*

Personal

## *GOAL:*

To complete a personal portfolio of information

## *OBJECTIVES:*

1. To identify short and long term goals
2. To fill out a personal learning plan
3. To identify your learning styles profile
4. To describe yourself in writing
5. To define vocabulary
6. To fill out forms that include personal data, educational history, work experience, and references

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## Literacy defined by National Literacy Act of 1991

- **the ability to read, write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society; to achieve one's goals; and to develop one's knowledge and potential.**

## The Home Care Challenge is...

to put yourself to work for Capable Caregivers, Inc. and meet the workplace challenges for both today and tomorrow.

1. Bring yourself to peak performance for your duties as they exist today.
2. Prepare for the changes that are coming to the home health care professions and possible changes in your career path.

# INTRODUCTORY LEARNING ACTIVITY PACKET (LAP)

## PERSONAL PORTFOLIO

While you are in the HOME CARE CHALLENGE program, you will be building a Personal Portfolio. This portfolio will contain several very practical pieces of information about you as well as some writing that reveals your inner self. You may also use the Personal Portfolio as a record of your accomplishments in the program. Some items may be shared; others may be kept confidential.

It may take several weeks to complete the portfolio. It is not necessary to gather all the information before going on to other LAPs. You should follow the Individual Learning Plan you have set for yourself, but work on the portfolio for some time each week.

Your personal portfolio will eventually contain:

1. Your goals
2. Your Personal Learning Plan
3. A Learning Style Profile
4. Personal Qualities
5. Information for forms
    a. Personal data
    b. Education History
    c. Work Experience
    d. References
    e. Form vocabulary
6. Medical History
7. Personal Stress Relievers
8. Packet of Vocabulary Cards
9. Checksheet for LAPs

**PERSONAL LEARNING PLAN FOR** ______________________________

**My Learning Style Preferences:** ______________________________

**My Environmental Preferences:** ______________________________

**CASAS Score** __________ **Writing Sample Score** __________

**CLOZE Score** __________

**MY LONG TERM GOALS:**

**Personal** ______________________________

______________________________

**Career** ______________________________

______________________________

**MY IMMEDIATE GOALS**

**Personal** ______________________________

______________________________

**Career** ______________________________

______________________________

**I will take these steps to accomplish these goals:**

**ENROLLMENT IN HOME CARE CHALLENGE**

**A. Challenge for Today**
   **1. Problem Solving** __________
   **2. Home Health Communications** __________
   **3. Home Care Math** __________

**B. Challenge for Tomorrow**
   **1. Critical Reading** __________
   **2. Reports and Procedures** __________
   **3. Math for Medicine** __________

**C. Other Enrollment -- GED or College Prep.**

**Number of hours committed to program per week.** __________

**Signature:** __________ **Instructor:** __________

## 4. RECOGNIZING PERSONAL AND PHYSICAL QUALITIES

Directions:

1. Take a few minutes to sit quietly and think of good things about yourself. What is unique about you? What makes you special?

2. On scrap paper, start two lists: PHYSICAL QUALITIES and PERSONAL QUALITIES.

   Examples of positive physical qualities:

   "nice brown eyes"
   "a wide smile"
   "muscular arms"

   Examples of positive personal qualities:

   "cheerful"
   "generous"
   "hard worker"

3. If your list is short, you are probably being modest. Ask a co-worker, friend, or family member to help you. You will probably be surprised at the number of good things that person sees in you.

- Use the list on the next page, if necessary.

# PERSONAL QUALITIES

Some adjectives that might describe you:

kind
cheerful
industrious
considerate
thoughtful
generous
helpful
understanding
neat
organized
even-tempered
forgiving
happy
witty
independent
artistic
creative
cooperative
tolerant
self-confident
loving
daring
dependable
athletic
graceful
agreeable
conscientious
entertaining
faithful
loyal
frugal
polite
thrifty
responsible
trustworthy

Some nouns that describe you (other names for yourself):

good parent
good cook
careful driver
friendly neighbor
good listener
accurate speller
leader
team player
peacemaker
"people person"
loving spouse
caregiver

Some verbs that describe you (actions you perform; things you can do):

fix things
keep a secret
comfort someone
shop wisely
sing
dance
paint
sew
use a computer

## PORTFOLIO ENTRY:

### 4a. WHAT I LIKE ABOUT ME

Using the list of qualities developed in **RECOGNIZING PHYSICAL AND PERSONAL QUALITIES**, write an upbeat description of yourself. This is not the time to be humble; convince the reader that you are a very special person. This is good practice for answering such employment-related questions as:

> Why do you think you are the best person for this job?
>
> How do your qualifications match the job description?
>
> Tell us about yourself.
>
> Why do you think you deserve a promotion?

Hint: You probably can't mention everything, so before you begin to write, choose the qualities you most want to mention. Group the related qualities together; then add details and examples. Ask one of the instructors for assistance if you think you need help.

## 5. INFORMATION FOR FORMS

Portfolio information for job applications and variety of forms needed from time to time:

1. Personal data
   - Name
   - Address (include mailing address if different)
   - Date and place of birth
   - Social security number

2. Education
   - Names and location of schools attended
   - Number of years attended; dates
   - Description of course of study
   - Special training: internships, etc.
   - Community activities relevant to job requirements

3. Licensing and certification information

4. Employment experience
   - Company name and address
   - Dates employed
   - Job performed; title
   - Name of supervisor

5. References
   - List
   - Letter asking permission to use someone as a reference

6. List of skills

7. Personal qualities important for employability
   - Example: Punctuality

**BE SURE OF SPELLING AS WELL AS THE ACCURACY OF THE DATA!**

**PORTFOLIO ENTRY:**

## 5a. COLLECTING PERSONAL DATA

Directions:

1. You are often asked to fill out forms that ask for information about yourself. Most of us do not like to do this, but sometimes we must fill out forms to order from a store, send a money order, get a library card, or enroll a child in school. Frequently, there are forms to fill out at work- first the job application itself and then government and insurance forms.

   In order to be ready for these occasions, set aside a page in your Personal Portfolio for information about yourself. You may follow the format shown or set up the page in any order you like. However, be sure to include the following information:

NAME

COMPLETE ADDRESS

MAILING ADDRESS (if different)

HOME PHONE NUMBER

WORK PHONE NUMBER

PLACE OF EMPLOYMENT

PERSON TO CALL IN CASE OF EMERGENCY

SOCIAL SECURITY NUMBER

PLACE OF BIRTH

DATE OF BIRTH

If you think it would be helpful, write in the same data for each member of your family.

Note: Be sure that spelling and capitalization are correct. Check the numbers, too. Sometimes numbers are accidentally transposed (reversed.)

## PORTFOLIO ENTRY

## 5b. EDUCATIONAL HISTORY

Directions:

On a page in your Personal Portfolio, write the names of the schools you have attended and any diplomas or certificates you have received. Again, you may follow the format or make up one of your own.

| SCHOOL NAME & ADDRESS | YEARS ATTENDED | DATE | TYPE OF COURSE |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

DIPLOMAS OR CERTIFICATES RECEIVED:____________________

________________________________________

________________________________________

LICENSES OR CERTIFICATION:__________________________

________________________________________

________________________________________

EXTRA TRAINING, SEMINARS, WORKSHOPS, ETC.:________________

________________________________________

________________________________________

**PORTFOLIO ENTRY**

## 5c. WORK EXPERIENCE

Directions:

This is the place to list your work experience and your special talents. Write down al the places you have worked, the kind of work you did, and how long you stayed at each job. Leave room to add new skills as you acquire them.

### WORK HISTORY

| COMPANY NAME | DATES OF EMPLOYMENT | JOB TITLE | SUPERVISOR |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

QUALITIES I HAVE THAT ARE IMPORTANT FOR EMPLOYMENT:

SKILLS:

## PORTFOLIO ENTRY

## 5d. REFERENCES AND SAMPLE REQUEST LETTER

Future employers will probably ask you to give them names of people who can tell them something about your character and personality. Think of people who know you and will speak well of you--possibly a former teacher, a clergyman, a co-worker, a neighbor, or someone from the business community. If you left your previous job on good terms, your former supervisor would be a good choice.

You should always ask the person if you may give his or her name as a reference. This can be done by phone or in a short written note.

Directions:

1. List as many people as you can who might be good references for you.
2. Write a sample note asking permission to use someone's name as a reference. It is always a good idea to mention the name of the company you are applying to and the kind of work you will be doing.

Look at the model letter on the next page. Ask one of the instructors for assistance in setting up your letter if you need it.

# SAMPLE LETTER

300 South Center Street
Westminster, Maryland 21157
March 15, 1995

Ms. Kathleen Menasche
Director, Career Programs
and Community Services
Carroll Community College
1601 Washington Road
Westminster, Maryland 21157

Dear Ms. Menasche:

I am interested in being considered for the position of **Academic Dean** at Western Maryland College.

I would appreciate being able to use your name as a reference. Please contact me at the above address or by phone at 848-7017 to let me know your answer.

Thank you.

Sincerely,

Hermine P. Saunders

Hermine P. Saunders

## PORTFOLIO ENTRY

## 5e. APPLICATION WORDS/VOCABULARY CARDS

These words often appear on job application forms. Look over the form in this packet. If you are unsure of the meaning of any word or what you should write in the space provided, find out the answer right away. Work with a partner. Ask the instructor for assistance.

"at will" employment
abide by
additional information
applicant
apprenticeship
authorize
certify
civic
contact
credentials
currently
eligibility
employee
employer
employment agency
equal opportunity employer
exclude
extra-curricular activities
felony
immigration
initiative
location
misleading
national origin
professional
references
social security
specialized training
stability
status
supervisor
temporary
trade

## *TITLE:*

Biopoem

## *ISSUE:*

Personal

## *GOAL:*

To write a poem about yourself

## *OBJECTIVES:*

1. To use descriptive words appropriately
2. To complete statements with sufficient detail

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# BIOPOEM

Write a poem about yourself using the following format:

Line 1--First name
Line 2--Four adjectives describing yourself
Line 3--Mother (Father) of . . .
Line 4--Lover of (three things)
Line 5--Who feels (three things)
Line 6--Who needs (three things)
Line 7--Who gives (three things)
Line 8--Who fears (three things)
Line 9--Who would like to see (three things)
Line 10--Resident of . . .
Line 11--Last name

The following is a sample poem using the basic format from above:

Pam
Happy, excitable, plain, nosey
Mother of Callie, Casey, Tal, and Georgia
Lover of chocolate, books, my children
Who feels overwhelmed, fortunate, fabulous
Who needs Diet Cherry Coke, Bob, friends
Who gives lectures, love, attention
Who fears snakes, the boss, the checkbook
Who would like to see Hawaii, the pyramids, God
Resident of Union Bridge
Richwine

## *TITLE:*

Communication - Time Management

## *ISSUE:*

Personal

## *GOAL:*

To assist you in managing your time

## *OBJECTIVES:*

1. To identify time required for personal/family responsibilities
2. To analyze the responsibilities and time requirements
3. To visualize your work schedule and personal schedule
4. To analyze that visualization to help you better manage your time

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# COMMUNICATION

## TIME MANAGEMENT A:

If you work and take care of a family, you may experience difficulty balancing your work and your personal responsibilities. One way of striking a balance between the two is to gain control of your time. How much time does managing your personal responsibilities require?

A. Fill out the chart below. Be sure to add in any classes you are taking.

| Responsibilities & Activities | Time Required (hours per week) |
|---|---|
| Cooking | ________ |
| Laundry | ________ |
| Housecleaning | ________ |
| Yard work | ________ |
| Paying bills | ________ |
| Child care | ________ |
| Family Activities | ________ |
| Leisure Activities | ________ |
| Add your own: | |
| ____________________ | ________ |
| ____________________ | ________ |
| ____________________ | ________ |

1. Which items seem to take the greatest number of hours per week?

2. Of the items that you added, why were they important to you?

3. Which items seem not to take much of your time? Why?

## TIME MANAGEMENT B:

**To help you organize your time, schedule your personal activities for one week on the calendar below. Use the chart you just filled out, but now put in your work schedule as well. Again, don't forget any classes you have.**

| Day | Morning | Afternoon | Evening |
|---|---|---|---|
| Sunday | | | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |

**Such a visualization can help you determine where in your week you may have time for leisure activities. It can also help you see what activities you may not have scheduled. Of course, such a schedule is just a guideline that can be changed. Your work hours are, of course, fairly rigid and hence they should be scheduled first.**

## *TITLE:*

Practice in Filling out Forms

## *ISSUE:*

Personal

## *GOAL:*

To fill out forms related to work and home

1. To follow all directions explicitly
2. To complete forms accurately
3. To register for a library card
4. To authorize post office to hold mail
5. To order an item and complete the math skills

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*WESTMINSTER, MD 21157*
*410-848-7017*

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## FILLING OUT FORMS

Some forms can be confusing. It is a good idea to read the form completely before filling in anything.

1) Watch for words that give directions: **print, type, sign, check,** and **circle**.

2) Note the way your name is to be written. Should your last name be written first? Do you need to write your middle name or middle initial? Sometimes a woman will be asked to include her maiden name.

3) Note whether your signature must be witnessed.

4) Beware of the address line! Sometimes "Address" means just street address, and there will be another line for city and state. Sometimes, the entire address must fit on one line.

If there is anything on the form you are not sure about, ask a knowledgeable person for help.

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## PRACTICE IN FILLING OUT FORMS

1. Read the guidelines: "Filling Out Forms".

2. Fill out the "Paycheck Mailing Request". (**HINT**: If your mailing address is different from your street address, be sure to give the correct information. You want to receive your paycheck promptly.)

3. Everyone who lives in Carroll County may borrow books from the library free of charge. You must first fill out a registration form to get a library card. (**HINT**: There are special instructions at the top of the form. Be sure to read these before beginning to write.)

4. Your patient, Mrs. ________________, is going to her son's house for Christmas week. She will be away from December 23 to December 29. She wants the Post Office to hold her mail during that time. Fill out the authorization form for her.

5. You dropped your alarm clock and broke it beyond repair. Look at the page from the mail order shopping service. Select the clock you want to order and fill out the order blank. Be sure to add in sales tax and shipping charges.

6. Hepatitis B forms. Special instructions given.

## *TITLE:*

Hepatitis B Form

## *ISSUE:*

Personal

## *GOAL:*

To fill out work-related forms

## *OBJECTIVES:*

1. To read for understanding
2. To define vocabulary
3. To answer questions testing your reading
4. To fill out a form correctly
5. To write information into your medical history

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## HEPATITIS B FORM

Some important documents you probably have completed concern getting your Hepatitis B vaccination. Even if you have already done this, review the procedure again to be sure you know exactly what you have signed. There's always a chance a new employee may ask you questions about the vaccine.

1) Read the form through once.

2) Look at the list of special vocabulary words for this form.

3) Answer the "Test Your Reading" questions.

4) If you have already completed the vaccine series, write the dates in your Medical History.

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---

## THE HEPATITIS B VACCINE FORM

Directions: Read all pages of this notice.

Special vocabulary for this form.

| | |
|---|---|
| **in compliance** | according to a request |
| **adverse** | unfavorable |
| **contraindication** | indication against (use of medicine or procedure) |
| **yeast** | agent that causes alcohol and carbon dioxide to be produced. *See medical dictionary for better definition.* |
| **appropriate documentation** | suitable, or acceptable form, letter, certificate |
| **inflammation** | swelling, pain, redness due to infection |
| **exposure** | coming in contact with (a virus) |
| **jaundice** | yellowing of the skin |
| **cirrhosis** | liver disease |
| **contracting** | catching |
| **potentially** | likely, possibly |
| **consequences** | results |
| **chronic** | long term |
| **synthetic** | manufactured |
| **decline** | turn down |

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## ALL SERVICE EMPLOYEES
## IMPORTANT NOTICE
## HEPATITIS B VACCINE
## OSHA REGULATIONS BLOODBORNE PATHOGENS

For the safety and well being of our employees and in compliance with OSHA regulations, Capable Caregivers, Inc. will offer to all employees at risk per Capable Caregivers, Inc. "Exposure Control Plant", the Hepatitis B Vaccine at no cost to the employee.

The vaccine is administered in a three dose series; first dose, one month and six months. There are potential associated adverse side effects and a contraindication for persons with an allergy to yeast. If you are pregnant or nursing, you must consult your physician and provide proof of his approval prior to administration of the series.

To assist Capable Caregivers, Inc. in the planning and aministration of this program, please read the information provided by your supervisor and complete the questionnaire below.

☐ I wish to receive theHepatitis B Vaccine.

☐ I have previously received a complete series of the Hepatitis B Vaccine and will provide appropriate documentation or sign the attached declination form.

☐ I decline the Hepatitis B vaccine (see attachment and return)

Employee Name

Employee #

Branch Office

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CAREGIVERS, INC.

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---

## HEPATITIS B PREVENTION - QUESTIONS AND ANSWERS

**Q. What is Hepatitis B?**

A. Hepatitis B (formerly called "serum" hepatitis) is an inflammation of the liver which is caused by the Hepatitis B virus.

Symptoms may develop 28 to 160 days after exposure and may include decreased appetite, fatigue, abdominal discomfort, an enlarged liver, jaundice and abnormal liver function tests. Hepatitis B can range from no symptoms to mild, flu-like symptoms or symptoms of a severe nature requiring extended bed rest or hospitalization. Long-term consequences of Hepatitis B may include chronic active hepatitis, cirrhosis and liver cancer.

**Q. Are health care workers at risk for contracting Hepatitis B?**

A. Health care workers have a three to five times greater risk of contracting the Hepatitis B virus than the general public. Each year approximately 12,000 health care professionals contract Hepatitis B.

**Q. Who is at risk for contracting Hepatitis B?**

A. Anyone who has contact with potentially infected blood or body fluids is at risk.

**Q. What are the consequences of Hepatitis B?**

A. Consequences of Hepatitis B may include weeks lost from work, risk of permanent liver damage, cirrhosis and chronic active hepatitis.

Approximately 10% of those infected become chronic carriers and can infect their families and patients. They have a 12 to 300 times greater than normal risk of developing liver cancer.

**Q. Is there a vaccine to prevent Hepatitis B?**

A. Yes, noninfectious, synthetic vaccines are available.

**Q. How effective are the vaccines?**

A. The vaccines have been proven to be effective in preventing Hepatitis B in high risk adults, adolescents and infants. Three doses provide high antibody titers and long-lasting protection, with protective levels exceeding the minimum protective level of 10 MIU/mL.

**Q. Does the vaccine cause adverse reactions?**

A. Studies have shown the vaccine to be well tolerated. Vaccine recipients may experience local reactions such as soreness, redness and swelling at the injection site. These mild reactions usually subside within two days of vaccination.

The vaccine is contraindicated in those who are hypersensitive to yeast or any other component o[illegible] vaccine. If there is concern in this area, you should consult your doctor.

**Q. Will the vaccine offer protection from types of hepatitis other than the Hepatitis B virus?**

A. The vaccine will prevent Hepatitis B and hepatitis due to the delta agent. It will not prevent Hepatitis A or Hepatitis Non-A/Non-B.

**Q. Can you donate blood if you have received the Hepatitis B vaccine?**

A. Yes, if you have no other contraindications to donating blood.

Information taken from:

Q&A Hepatitis B Prevention booklet
Smith Kline Beckham Pharmaceuticals
(Manufacturers of Engerix-B)

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## HEPATITIS B VACCINE DECLINATION
## MANDATORY: OSHA BLOODBORNE PATHOGENS
## SECTION 1910.1030 OF TITLE 29
## CODE OF FEDERAL REGULATIONS

I, ______________________________, understand that due to my occupational exposure,
(Print Name)

I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B Vaccine, at no charge to myself. However, I decline Hepatitis B Vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

______________________________ ______________
Employee's Signature Date

______________________________ ______________
Witness Date

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# HEPATITIS B VACCINE FORM

Test your reading:

1. Why is the agency offering this vaccine?

   a.______________________________

   b.______________________________

2. Who are the people who should not take this vaccine?

   a.______________________________

   b.______________________________

   c.______________________________

3. What must you do if you have already received this vaccine?

   a.______________________________

4. If you don't want the vaccine, you must sign the "**Hepatitis B Declination**". State in your own words what you are aknowledging when you sign this form:

   ______________________________

   ______________________________

5. When does the witness sign the form?

   a.______________________________

6. If you have the first dose on June 3, when do you have the second and third dose?

   a. Second Dose ______________________________

   b. Third Dose ______________________________

7. Look over the forms again and decide where you would sign.

**TO LEARN MORE ABOUT HEPATITIS, SEE OTHER MATERIALS IN THE CENTER.**

## *TITLE:*

Portfolio Entry - Keeping a Medical History I

## *ISSUE:*

Personal

## *GOAL:*

To evaluate the benefits of keeping a medical history

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary
3. To use context clues to aid in definitions
4. To gather some preliminary records
5. To identify the benefits of a medical history
6. To outline materials

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## PORTFOLIO ENTRY

### 6. KEEPING A MEDICAL HISTORY I

Directions:

1. Read the article "*Keeping a Medical History*" by Jeffrey E. Epstein, M.D. The article appeared in **Diabetes Forecast.** Use the reading guide to help you focus on some important ideas in the article. The questions on the guide are in order, and you will be able to answer them as you read.

2. Fold the first page in half and align it beside the article next to the columns indicated. Answer the questions as you read. This will help you remember what the article is about.

3. Have your answers checked by the instructor, or compare answers with a partner.

## PORTFOLIO ENTRY

## VOCABULARY FOR KEEPING A MEDICAL HISTORY I

**Directions:**

1. Locate each word in the article. Reread the sentence in which the word is used. Can you define the word? Make a vocabulary card for any word you do not know. Work with a partner or group of not more than four people to come up with appropriate definitions.

| Key word | page | column |
|---|---|---|
| adverse reaction | | |
| complications | | |
| diagnosis | | |
| eliminate | | |
| duplication | | |
| approximate | | |
| admission | | |
| discharge | | |
| radiology | | |
| cardio-pulmonary | | |
| allergic | | |
| consultation | | |
| alcohol consumption | | |
| exposure | | |
| immunization | | |
| chronological | | |
| prescription | | |

*Fold this page in half, vertically*

## READING GUIDE FOR ARTICLE, KEEPING A MEDICAL HISTORY

**PICTURE:** Woman in a doctor's waiting room

Try to remember your last visit to a doctor's office. Did the receptionist give you a form to fill out? What were some of the questions? (Just think about these.)

Did the doctor give you any information about your health or your medications? Can you remember the details?

**P. 35**

An adverse reaction to medication is one that is opposite or contrary to what is expected. Example: The pills you take are supposed to make you feel better. Instead they make you feel worse or sick in a different way.

Give the date of your last tetanus shot.

_______________

What is your blood type?__________

What is your cholesterol level? __________

*Fold this page vertically in thirds*

## READING GUIDE, KEEPING A MEDICAL HISTORY (CONTINUED)

**P.36**

How does having medical information at your fingertips help the doctor?

1.______________________
2.______________________

Mark (x) synonyms for symptoms.

___ **signs**
___ **sympathy**
___ **indications**
___ **evidence**

How can keeping a medical history save you money?

What does duplication mean? (Look back one sentence for context clue.)

The suffix ist means someone who specializes in one particular area. Thus: A doctor who specializes in women's reproductive health gynecologist; urinary tract diseases = urologist

allergies = allergist

List the "ists" you do not know and look them up later.

Where can you find pieces of your medical history?

How would you find the address and phone number of an out-of-town doctor?

***Fold this page in half, vertically. There are no questions for the middle column.***

**P.37**

Who might be able to get the most complete records from a doctor?

a. patient (you)
b. another doctor

What hospital records should you ask for?

1.
2.
3.
4.
5.

What is a reasonable fee for locating medical records?

Why is it important to list drugs to which either your mother or father is allergic?

Put these words under the correct heading:

exercise, sleep patterns
alcohol consumption,smoking
caffeine, diet.

Lifestyle     Habits

Complete this outline:

I. Keeping a Medical History
  A. Benefits
    1.
    2.
    3.
    4.

## *TITLE:*

Portfolio Entry - Keeping A Medical History II

## *ISSUE:*

Personal

## *GOAL:*

To record your medical history

## *OBJECTIVES:*

1. To define unfamiliar terms from form
2. To list items requested by form
3. To summarize medical data
4. To complete an application form

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## KEEPING A MEDICAL HISTORY STAGE II

Directions:

1. Look over the medical history form on the next page. Try to fill in as much as you can from memory.

2. In the next few weeks try to put together an accurate record of your medical history. The learning activities that follow will serve as a guide for this project. Family members may be able to help you remember names and dates.

3. If there are any medical terms or other words on the form that you cannot define, find the information you need and make a vocabulary card. Resources can be the instructor, your co-workers, or a dictionary.

FAMILY MEDICAL GROUP
ANYTOWN, USA

## MEDICAL HISTORY FORM

Name______________________________ Birthdate__________

Address______________________________

Problems: (State reason you want to see a doctor.)

1.______________________________

2.______________________________

3.______________________________

List other physicians seen in the last two years and reasons:

______________________________

______________________________

______________________________

## PAST MEDICAL HISTORY

A. llnesses requiring hospitalization (List problem and year.)

1.______________________________

2.______________________________

3.______________________________

4.______________________________

B. Accidents (List broken bones, injuries and date of accident.)

1.______________________________

2.______________________________

3.______________________________

C. Operations (List and give year.)

1.______________________________

2.______________________________

3.______________________________

D. Allergies (Have you had reactions to any of the following? If yes, describe the reaction; for example, rash, difficulty breathing, etc.)

1. Penicillin
2. Sulfa
3. Aspirin
4. Codeine
5. Demerol
6. Barbiturates
7. Anesthetics
8. Other__________

If Yes, describe:______________________________

______________________________

**Medical Record Form (continued)**

E. Medications (List all that you have taken in the past month.)

1. ______________________________

2. ______________________________

3. ______________________________

F. Is there a history of any of the following in your family? (Answer yes or no.)

___ Cancer
___ Goiter
___ Tuberculosis
___ Allergies or asthma
___ Stroke
___ Seizures
___ Headaches

___ Diabetes
___ Heart attack
___ High blood pressure
___ Bleeding problem
___ Arthritis
___ Other condition we should know about
______________________________
______________________________

**PERSONAL HISTORY**

Occupation: Yours______________ Spouse______________

Place of employment______________________________

Education (Circle level completed) High School 1 2 3 4 College 1 2 3 4 Graduate

Marital status (Circle>) Single Married Widowed Separated Divorced

Smoking History: Packs per day________ For how long__________ Quit_______ Year ago______

Alcohol consumption: Never____ Occasionally______ Ounces each day_______ For how long?______

Date of last chest x-ray________ Last tetanus shot________ Last Hepatitis B shot________

List the individuals who live with you:______________________________
______________________________

Whom should we contact in case of an emergency? Name:______________________________

Address______________________________ Telephone #:______________

How much exercise do you get? (Circle any that you do) Walking, jogging, bicycling, swimming, dancing, tennis, golf, gardening, other______________

Minutes/day______________ Hours/week______________

Moderate occupational and recreational exercise..........Yes No

Sedentary work and light exercise only..................Yes No

What other information should the doctor know to help care for you?
______________________________
______________________________
______________________________

Signed:______________________________ Date:______________

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**PORTFOLIO ENTRY**

## MEDICATIONS

Directions:

Set up a page in your portfolio titled "Medications". A doctor you are seeing for the first time (or emergency room staff) will ask you for this information. You should tell your regular doctor which over-the-counter medications you are taking as well as what has been prescribed by specialists. List all medications (prescription and non-prescription) you are taking, the dose and frequency, and the reason you take the medications. Copy the information directly from the label on the bottle.

Example:

| MEDICATION | DOSE | TIME OF DAY | REASON |
|---|---|---|---|
| Vasotec | 5 mg | Morning Only | Hypertension |
| | | | |
| | | | |
| | | | |

List any drugs that cause you to have an allergic reaction or become ill in any way. If someone in your family is allergic to a drug that you have never taken, note that as well. Example:

Sinutab - makes me very sleepy
Codeine - makes me sick to my stomach

You might want to keep a health history and medication list for other members of your family, particularly an elderly parent. Keep this in a handy place so you can take it to the doctor's office or hospital in case of an emergency.

## KEEPING A MEDICAL HISTORY (PHYSICIANS, HOSPITALS)

1. **Make a list of the doctors and dentists who have cared for you in the past 5-10 years.**
   a. **Locate addresses and phone numbers, if possible.**

***BRAINSTORM! HOW WILL YOU GO ABOUT THIS?***

2. **Make a list of the hospitals where you have been a patient in the last 5-10 years.**
   a. **Beside the name of the hospital, write the reason you were hospitalized.**
   b. **List addresses, phone numbers of hospitals, if possible.**

# PERSONAL STRESS RELIEVERS

1. **Read some of the articles in the packet, STRESS; or attend the special seminars offered in this topic.**
2. **Write down four or five stress-reducing techniques or activities that work for you.**
3. **Over the next two weeks, try out some of the techniques. Some may not work for you, but you should find a few that are effective.**
4. **When you find the stress relievers that you like, write them up in more detail and include them in your Personal Portfolio.**

## FINAL ASSESSMENT

Complete the Capable Caregivers, Inc. employment application form.

## *TITLE:*

Medical History

## *ISSUE:*

Personal

## *GOAL:*

To understand the value of keeping a medical history

## *OBJECTIVES:*

1. To identify questions asked about family medical history
2. To read an article from Consumer Reports on Health
3. To define terms from context
4. To take notes from the reading that summarize salient points
5. To construct a family tree modeled from the article
6. To read a companion article on the pros and cons of genetic testing

# MEDICAL HISTORY

## *PERSONAL ISSUES*

Under **Personal Issues** you are asked to complete a medical history and update it periodically. An article in Consumer Reports on Health called "Family History: What You Don't Know Can Kill You" in the September 1996 issue (pages 97-100) can give you some insights into why a medical history is important and how your risk of some diseases is influenced or even determined by hereditary factors.

### I. Before You Read

Explain what questions you have been asked by doctors about your family medical history.

### II. Read for Information

A. Define these terms from your reading:

1. genetic mandate--
2. genetic influence--
3. susceptibility--
4. nongenetic factors--
5. paternal grandmother--
6. maternal grandfather--

**B.** Answer the following questions:

1. What diseases are the result of a genetic mandate?

______________________________________________

______________________________________________

2. Describe the three types of genes:

______________________________________________

______________________________________________

______________________________________________

3. The article indicates that "Heredity plays a subtler role in many other diseases . . .While your genes alone will not produce those diseases, they can determine how susceptible you are." What disorders are included in this category? What are the signs of strong hereditary influence in those diseases?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

4. In constructing a family tree that includes medical history, what are the major items that you need to include?

______________________________________________

______________________________________________

______________________________________________

## III. After You Read

A. Construct a family tree modeled after the one on p.100 that includes your relatives' medical history. You do NOT need to share this with anyone in the class since this item is meant to be helpful to you in constructing your own medical history and to your doctor in treating you.

B. Read the companion article in the same issue on page 107 about genetic testing--the pros and cons.

## *TITLE:*

Environmental Preferences and
Learning Styles Profile

## *ISSUE:*

Personal

## *GOAL:*

To evaluate your environmental preferences for learning and your learning styles (Level I)

## *OBJECTIVES:*

1. To complete a simple environmental preferences check sheet
2. To choose learning channel preferences
3. To rate the preferences
4. To identify learning preferences and a learning style
5. To read about strategies to use with each learning preference

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## Determining Your Environmental Preference

Check your preference under each heading below to determine your environmental preference for learning.

**Motivation**

___ 1. It's easy for me to get motivated to do my work.
___ 2. It's hard for me to get motivated to do my work.

**Concentration**

___ 1. It's easy for me to concentrate.
___ 2. It's hard for me to concentrate.

**Length of study sessions**

___ 1. I like to do my work in long sessions of two hours or more.
___ 2. I like to do my work in short sessions of no more than 45 minutes.

**Involvement with others**

___ 1. I learn best when I study alone.
___ 2. I learn best when I study with others.

**Level of organization**

___ 1. I like my work area to be messy. I know where everything is.
___ 2. I like my work area to be very organized. Messiness bothers me.

**Prime times**

___ 1. I do my best work in the daytime.
___ 2. I do my best work at night.

**Amount of noise**

___ 1. I like to have some noise in the background while I work.
___ 2. I need absolute quiet while I work.

**Amount of light**

___ 1. I like to work in a brightly lit area.
___ 2. I like to work in a dimly lit area.

**Amount of heat**

___ 1. I like to work in a warm room.
___ 2. I like to work in a cool room.

**Food and drink**

___ 1. I work best when I have food and/or something to drink handy.
___ 2. I don't need food and drink while I work.

# LEARNING CHANNEL PREFERENCE

**Read each sentence carefully and consider whether it applies to you. On the line, write:**
**3** often applies **2** sometimes applies **1** never or almost never applies

**Preferred Channel: VISUAL**

____ 1. I enjoy doodling and even my notes have lots of pictures, arrows, etc. in them.
____ 2. I remember something better if I write it down.
____ 3. When trying to remember a telephone number, or something new like that, it helps me to get a picture of it in my head.
____ 4 When taking a test, I can "see" the textbook page and the correct answer on it.
____ 5 Unless I write down directions, I am likely to get lost or arrive late.
____ 6. It helps me to LOOK at a person speaking. It keeps me focused.
____ 7. I can clearly picture things in my head.
____ 8. It's hard for me to understand what a person is saying when there is background noise.
____ 9. It's difficult for me to understand a joke when I hear it.
____10. It's easier for me to get work done in a quiet place.

Visual Total ____

**Preferred Channel: AUDITORY**

____ 1. When reading, I listen to the words in my head or read aloud.
____ 2. To memorize something it helps me to say it over and over to myself.
____ 3. I need to discuss things to understand them.
____ 4. I don't need to take notes in class.
____ 5. I remember what people have said better than what they were wearing.
____ 6. I like to record things and listen to the tapes.
____ 7. I'd rather hear a lecture on something rather than have to read it in a textbook.
____ 8. I can easily follow a speaker even though my head is down on the desk or I'm staring out the window.
____ 9. I talk to myself when I'm problem solving or writing.
____10. I prefer to have someone tell me how to do something rather than have to read the directions myself.

Auditory Total ____

**Preferred Channel: HAPTIC**

____ 1. I don't like to read or listen to directions; I'd rather just start doing.
____ 2. I learn best when I am shown how to do something and then have the opportunity to do it.
____ 3. I can study better when music is playing.
____ 4. I solve problems more often with a trial-and-error, than a step-by-step approach.
____ 5. My desk and/or locker looks disorganized.
____ 6. I need frequent breaks while studying.
____ 7. I take notes but never go back and read them.
____ 8. I do not become easily lost, even in strange surroundings.
____ 9. I think better when I have the freedom to move around; studying at a desk is not for me.
____10. When I can't think of a specific word, I'll use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-ma-jig."

Haptic Total ____

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## For Visual Learners

You will learn better when you read or see the information. Learning from a lecture will not be an easy task for you. Here are some suggestions. Try some.

- Write things down because you remember them better that way (quites, lists, dates, etc.).
- Ask a teacher to explain something again when you don't understand a point being made. Simply say, "Would you please repeat that?"
- Write vocabulary workd in color on index cards with short definitions on the back. Look through them frequently, write out the definitions again, and check yourself.
- Take lots of good notes. Leave extra space if some details were missed. Borrow a dependable student's or the teacher's notes. Recopying the day's notes every night is a great memory aid.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before reading an assignment set a specific study goal and write it down. (Example: In the next hour I will read pages 50-60 and answer questions 1-10.)
- Preview a chapter before reading by first looking at all the pictures, section headings, etc.
- Look at the person while they're talking. It will help you to stay focused.
- Most visual learners study better by themselves.
- It's usually better to work in a quiet place. However, many visual learners do math with music playing in the background.
- Select a seat farthest from the door and window, and toward the front of the class, if possible.

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## For Auditory Learners

You will learn better when information comes through your ears. You need to hear it. Lecture situations will probably work well for you. You will not learn as well just reading from a book. Here are some suggestions. Try some.

- Recite aloud things you want to remember (quotes, lists, dates, etc.).
- Ask your teachers if you can turn in a tape or give an oral report instead of written work.
- Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by reading the words aloud and saying the definitions. Check the back to see if you were right.
- Make tape cassettes of classroom lectures, or read class notes onto a tape. Summarizing is especially good. Try to listen to the tape three times in preparing for a test.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before beginning an assignment, set a specific study goal and say it out loud. (Example: "In the next hour I will read pp. 45-50 and answer questions 1-8.")
- Preview a chapter before reading by first looking at all the pictures, headings, etc.
- Read aloud whenever possible. In a quiet library, try "hearing the words in your head" as you read. Your brain needs to hear the words as your eyes read them.
- Try studying with a buddy so you can talk out loud and hear the information.
- When doing complicated math problems, use graph paper (or use regular lined paper sideways) to help with alignment.

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## For Haptic Learners

You will learn best by doing, experimenting, or experiencing. Getting information from a textbook (visually) or a lecture (auditorily) is just not as easy. Here are some suggestions. Try some.

- To memorize, pace or walk around while reciting to yourself or looking at a list or index card.
- If you need to fidget when in class, cross your legs and bounce or jiggle the foot that is off the floor. Experiment with other ways of moving; just be sure you're not making noise or disturbing others. Try squeezing a tennis ball.
- Write vocabulary words in color on index cards, with short definitions on the back. Review them frequently by walking around while reciting them and checking yourself by reading the definitions aloud. Use your creativity to connect an action or gesture to each move. (Example: for the word sly, squint and make shifty eyes.)
- Take lots of notes using color and the mapping technique (which you'll learn in this course). Borrow a dependable student's or the teacher's notes to make sure you got all the important points.
- Use color to highlight main ideas in your notes, textbooks, handouts, etc.
- Before beginning an assignment, write out a specific study goal and say it aloud to yourself. This will focus you. (Example; "I will read pp. 45-50 and answer questions 1-8 within the next hour.")
- When reading a textbook chapter, first look at the pictures, then read the summary or end-of-chapter questions, then look over the section headings and bold-faced words. Get a "feel" for the whole chapter by reading the end selections, first, and then work your way to the front of the chapter.
- If you have a stationary bicycle, try reading while pedaling. Some bicycle shops sell reading racks that will attach to the handle bars and hold your book.

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- You may not study best at a desk, so when you're at home, try studying while lying on your stomach or back. Also try studying with music in the background.
- When studying, take breaks as frequently as you need. Just be sure to get right back to the task. A reasonable schedule is 20-30 minutes of study and 5 minutes of break. (TV watching and telephone talking should not be done during break time!)
- When trying to memorize information, try closing your eyes and writing the information in the air or on a desk or carpet with your finger. Picture the words in your head as you do this. If possible, hear them too. Later, when trying to recall this information, close your eyes and see it with your "mind's eye" and "hear" it in your head.
- Use a bright piece of construction paper in your favorite color as a desk blotter. This is called color grounding. It will help to focus your attention. Also try reading through a colored transparency. Experiment with different colors and different ways of using color.

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# LEARNING STYLES PROFILE

## ENVIRONMENT:

Your answers to the questions in the first section indicate the environmental factors you prefer for studying and learning. Ideally, you should try to set up a study situation that matches your preferences. Sometimes the "ideal" situation may not be possible. For example, your home may be warmer than you like, but you are not the one who controls the thermostat. Or, if you are studying somewhere between classes, there may be more background noise than you want. Try to find an area where most of your preferences can be accommodated.

Your environmental preferences are: ____________________

## LEARNING STYLE:

"Learning styles" refers to the variety of ways people take in information, store it in their memory, and then recall the information when it is needed. This informal survey measures six learning styles: reading, writing, listening, speaking, visualizing, and manipulating. Once you have determined your strongest learning styles, read the suggestions that will help you take advantage of your best learning styles.

The information and suggestions about learning styles and environmental preferences are taken from Help Yourself: How to take advantage of your learning styles by Gail Sonbuchner.

## TITLE:

Learning Styles Inventory

## ISSUE:

Personal

## GOAL:

To evaluate your learning style (Level II)

## OBJECTIVES:

1. To check items in a learning styles inventory that apply to you
2. To identify your learning style—reading, writing, speaking, visualizing, manipulating
3. To evaluate strategies for each learning style

# LEARNING STYLES INVENTORY

## *PERSONAL*

Check the items in each group that you agree with. Total the number of checks in each group to determine how you learn best.

**Group 1**

__ 1. I like to read when I have free time.
__ 2. I like to read a report rather than be told what's in it.
__ 3. I understand something best when I read it.
__ 4. I remember what I read better than I remember what I hear.
__ 5. I would rather read a newspaper than watch the news on TV.

__ **Total number of check marks in Group 1.**

**Group 2**

__ 1. I take notes when I read to better understand the material.
__ 2. I take lecture notes to help me remember the material.
__ 3. I like to recopy my lecture notes as a way of better understanding the material.
__ 4. I make fewer mistakes when I write than when I speak.
__ 5. I find the best way to keep track of my schedule is to write it down.

__ **Total number of check marks in Group 2**

**Group 3**

__ 1. I like to listen to people discuss things.
__ 2. I learn more when I watch the news than when I read about it.
__ 3. I usually remember what I hear.
__ 4. I would rather watch a TV show or movie based on a book than read the book itself.
__ 5. I learn better by listening to a lecture than by taking notes from a textbook on the same subject.

__ **Total number of check marks in Group 3**

**Group 4**

__ 1. I remember things better when I say them out loud.
__ 2. I talk to myself when I try to solve problems.
__ 3. I communicate better on the telephone than I do in writing.
__ 4. I learn best when I study with other people.
__ 5. I understand material better when I read it out loud.

__ **Total number of check marks in Group 4**

**Group 5**

___ 1. I can "see" words in my mind's eye when I need to spell them.
___ 2. I picture what I see.
___ 3. I can remember something by "seeing" it in my mind.
___ 4. I remember what the pages look like in books I've read.
___ 5. I remember people's faces better than I remember their names.

___ **Total number of check marks in Group 5**

**Group 6**

___ 1. I like to make models of things.
___ 2. I would rather do experiments than read about them.
___ 3. I learn better by handling objects.
___ 4. I find it hard to sit still when I study.
___ 5. I pace and move around a lot when I'm trying to think through a problem.

___ **Total number of check marks in Group 6**

## LEARNING STYLE – READING

If **READING** is one of your strong learning styles, these suggestions will help you use that style to your advantage.

1. Read the chapter in your textbook before it is discussed in class.

2. If you are going to hear a lecture or see a video about a specific topic, try to find an article or chapter in the book that you can read first.

3. When you watch a video or a demonstration, take notes. Read the notes as soon as possible after viewing and again a day later.

4. Reread flash cards, class notes, outlines, and study guides several times.

5. If you must learn how to do something, follow written directions. Write the directions down as they are given, or ask for a set of written directions that you can read over.

6. Use the dictionary to find the meaning of words you do not know. If you ask someone to give you the definition, you may forget. Read the definition yourself.

## LEARNING STYLE – WRITING

If **WRITING** is one of your strong learning styles, these suggestions will help you use that style to your advantage.

1. Have a pencil in your hand as you read. Underline key phrases in your text and write notes to yourself in the margins. (If you own the book!)

2. Take notes during lectures.

3. After class, recopy your notes, adding other information that you remember.

4. Choose to do written reports instead of oral reports whenever possible.

5. Write down the steps you need to follow in order to complete a project.

6. Keep a written schedule on a calendar. Make daily lists of "Things to do today."

7. Keep a small notebook with you to write down assignments, directions, anything you need to remember.

## LEARNING STYLE – LISTENING

If **LISTENING** is one of your strong learning styles, these suggestions will help you increase your learning power.

1. Attend all classes. Listening to lectures and discussion about what you have read will help you understand it better.
2. If possible, get your information about a topic or subject from an audiotape, a video, or TV program.
3. With the instructor's permission, tape class lectures so you can listen to them a second or even third time.
4. Read books aloud.
5. Have another student read his/her notes to you.
6. Study with someone else. Make up questions about the material. Ask one another the questions; say the answer aloud.
7. Make a tape. Read or recite important concepts onto the tape. Define key words on the tape. Do some relaxation exercises (stretch or take deep breaths) before listening to the tape.
8. It may be possible to have some tests read to you. Ask your instructor.

## LEARNING STYLE – SPEAKING

If **SPEAKING** is one of your learning styles, use these suggestions to increase your learning power.

1. Attendance at class is important. Ask questions. Say, "Do I have this correct?" Then state what you believe to be the right answer to a question or the correct definition of a term.
2. Dictate your notes and important parts of your text onto a tape.
3. Study information by saying it out loud.
4. Study with other people. Be the person in the group who sums up the information after everyone has discussed it.
5. Study for a quiz by asking questions out loud and answering them.
6. If you have trouble spelling a word, spell it out loud before writing it.
7. Choose to give an oral report rather than a written report whenever possible.
8. Repeat things right after you hear them to help you remember them.
9. Calm your nerves by saying positive things to yourself.

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## LEARNING STYLE – VISUALIZING

If **VISUALIZING** is one of your strong learning styles, these suggestions will help you use your strength to your advantage.

1. Close your eyes and practice "seeing" what you want to remember.
2. Watch movies or videos on the subject. You'll have a "picture" in your mind that you can recall later.
3. Try to visualize what you are reading.
4. Whenever possible watch a demonstration of things you need to do. If a set of directions includes a diagram, be sure to study the diagram first. Then read the accompanying material.
5. Associate colors and shapes with things you want to remember.
6. Solve simple math problems by visualizing the numerals in your head.
7. If you are having trouble spelling a word, close your eyes and see it. Learn to spell words you previously had trouble with by writing the word correctly, looking at it, then looking away and seeing it in your mind's eye. Then write the word as you "see" it.
8. To relax yourself before a test or settling down to study, picture a calm, peaceful place and picture yourself there.

## LEARNING STYLE -- MANIPULATING

If **MANIPULATING** is one of your strong learning styles, try these suggestions for increasing your learning power.

In all honesty, if manipulating is your strongest learning style, academic work is going to be a challenge for you because most classes emphasize reading, listening, and writing. Help yourself by trying to develop some of your lesser strengths. Talk to your instructors. Ask if there is a "hands on" way for you to learn the required material.

1. Build models of hard-to-understand concepts. Rough sketches or drawings might help.
2. Do experiments or demonstrations whenever possible.
3. Watch someone do what you need to learn before trying it yourself.
4. Type a research paper on a typewriter or computer.
5. Watch demonstrations instead of reading or hearing about them.
6. Visit a place you are learning about.
7. Given a choice, build a project rather than do an oral or written report.
8. Do math problems with an abacus or with objects you an move. Using a calculator or a computer with math software is also helpful.
9. Make sure your work area allows you to move around while you are studying. This may sound crazy, but do your reading while pedaling an exercise bike.
10. Study in 20 minute intervals. Get up and walk around (do push-ups or whatever helps) during your break. Keep the break to about 5 minutes, though.

## *TITLE:*

Setting Goals

## *ISSUE:*

Personal

## *GOAL:*

To evaluate the importance of setting goals

## *OBJECTIVES:*

1. To define a goal
2. To define expectations for this program
3. To identify why people avoid setting goals
4. To identify realistic and measurable goals
5. To differentiate long-range, short-range, and immediate goals
6. To evaluate career goal planning in writing
7. To evaluate why setting goals is important

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# SETTING GOALS

## (PRESENTATION "SCRIPT")

**What is a goal? (Solicit definition/discussion from group).**

A destination or end that one works for or strives to attain. A condition or state to be brought about through a course of action.

**Why set goals? How is goal setting helpful? (Group input).**

- Allows you to create a plan of action.
- Motivates you towards action and towards achieving your goal. When you have outlined the steps you must take to follow through on your personal action plan, you are more likely to do it.
- When you achieve a goal, the result is good feelings about yourself and your accomplishment, and it raises your self-esteem.
- Goals give you direction and meaning to your activities. "If you don't know where you are going, you will probably end up somewhere else."

**What motivated you to become a part of this program?**

**Why did you decide to come to this class?**

**Did you set a goal for yourself? Maybe you did without realizing it!**

**What do you expect to get out of this program? Have you written your expectations down?**

**Generally, people with goals are happier, earn more money, and have more successes in life.**

**Think for a few minutes and write down 4 or 5 things that you would consider to be good goals in your life. (Don't have to share with group unless you want to. This exercise is for you.)**

**What kinds of things did you write down?**

- How soon do you expect your goals to be achieved? Today? Next month? Next year? 5 - 10 years? Before you die?
- How specific are the goals you wrote?

**Group discussion.**

**Many people avoid setting goals for themselves. Why do you think this is true?**

**Fear of failure can be a major roadblock in our lives that we must try hard to overcome.**

- It's okay to fail. The important thing is that we try.
- Sometimes we have to re-define our goals when we meet obstacles to our plans or when we get off track. This is not necessarily a bad thing.
- **Thomas Edison** invented the electric light bulb, but as a small child, age 7, his teacher said he was too stupid to learn. When Thomas Edison invented the light bulb, he tried over 2,000 experiments before he got it to work. A young reporter once asked him how it felt to fail so many times. He said, "I never failed once. It just happened to be a 2,000 step process. (From 101 Ways to Develop Self-esteem and Responsibility, Vol. 2)

**Share book: "Feel the Fear and Do It Anyway"**

**Hand-out: Goals - Realistic/Measurable**

**Group Discussion**

**Kinds of goals.** When setting goals, you should consider:

- long term goals
- short term goals
- immediate goals

**Long Term Goals -** May be defined as things you wish to achieve 5 years from now. Consider also **very long term goals** that may take 10 years to a lifetime to achieve.

**Short Range Goals -** May be defined as those you hope to achieve within 6 to 12 months.

**Immediate Goals -** Sometimes we may get hung up on these, but that doesn't mean they are not important. These might include getting the laundry done this weekend, taking the dog to the vet, planning dinner for company that is coming in a few days--things that you would include on your "things to do" list. Your immediate goals are accomplished with good time management skills. Time management will be addressed in detail in another session.

**Hand-out: Examples of Goals**

**Group Discussion**

**When setting goals:**

- Write them down, and make a list of steps -- an action plan that will lead you to achieving your goals. It is satisfying to check things off your list as you complete each step.
- Keep a positive attitude about what you want to achieve and how you can do it.
- Keep short-term and long-term goals separate. Sometimes a short-term goal may be a step towards a long-range goal.
- Create specific steps for each so that you can continuously achieve something.
- Set realistic goals.
- Keep an open mind. "The human mind is like a parachute. It works best when it is opened."
- See yourself successful and you will be. (Discuss use of positive self-talk and visualizations.)

**Career development as a life-time process.**

When setting career goals, we must realistically look at what we can do today, and what steps we can take that will move us forward to where we want to be professionally at some point in the future. This can be exciting and challenging. Look for opportunities that are provided by current employers. Often one thing leads to another. You found an opportunity in your current work to become involved in the Home Care Challenge Program. From here, you can consider other areas of work that are related to your current job, but that may offer you greater challenges and opportunities for higher income. Employers may pay for training by sending you to workshops and other programs during work hours. Tuition reimbursement is offered by some companies. You go to school on your own time, and the employer reimburses all or part of your expenses. Working in one job may make you more aware of other kinds of jobs, related or in different fields, that you might decide to pursue. You may have to commit your own time and money to accomplish your goals, but if you take it one step at a time and set realistic goals, most things are achievable. And you can find great satisfaction all along the way. Expect frustrations and set-backs from time to time; they are part of real life. Don't let those times get you down. Pick yourself up, and continue to move forward.

**Hand-out: Career Goal Planning Worksheet**

> Use this worksheet as you take time to think about your own personal goals and what you hope to do with the rest of your life.

**Consider your personal goals as well as career goals. Use more paper if you need to.**

**Use your journal as you consider the goals you have in mind for yourself.**

**Before we end the session, write down 2 immediate goals that you can complete by next Thursday. I expect you to come in with the satisfaction of having completed both tasks by then.**

# CAREER GOAL PLANNING WORKSHEET

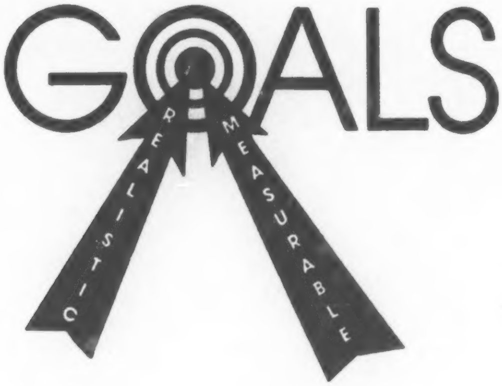
My long range goal for my career (5 years from now) (Express ambitions, dreams, hopes):

Plan for achieving these goals.

My short range goals (1 year from now.)

What I can begin to do today to achieve my goals. Must be specific actions.

**GOAL SETTING** is one way to organize yourself and to get yourself moving in a positive direction.


GOALS
REALISTIC
MEASURABLE

## Must be...

REALISTIC &

1
2
3
4
5
6
MEASURABLE

## Can be...

Career-oriented
Personal
Financial
Social
Educational
Other

Short-term
Long-term
Very Long-term

## Include...

1. What goal you really want to accomplish.

   ____________________________________________.

2. How you will evaluate/measure your progress.

   ____________________________________________.

3. How much time it will take to reach this goal.

   ____________________________________________.

## *TITLE:*

Exploring Your Career

## *ISSUE:*

Personal

## *GOAL:*

To explore the nursing career ladder

## *OBJECTIVES:*

1. To read about the career ladder of the nursing profession
2. To define vocabulary in context
3. To answer content questions about the reading
4. To apply the reading to their own experience
5. To analyze the mechanics of writing
6. To practice the skill in their own writing

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# EXPLORING YOUR CAREER

## *PERSONAL ISSUES*

The following activities are based on the book, The Caring Careers: From Nursing Assistant to Professional Nurse, written by Annabel Greseth and Karen Judson and published by Glencoe Publishing Company in 1990. The book covers the career ladder of the nursing profession.

A. **Introduction**, pages vii-ix

1. Before you read the text, define the following words:

   - infirm ______________________________
   - formulated ______________________________
   - scullery maid ______________________________

2. Read the text and answer these questions:

   a. What is the purpose of the Introduction?

   ______________________________

   ______________________________

   b. How were nurses treated in ancient cultures?

   ______________________________

   ______________________________

   ______________________________

   c. Who was responsible for paving the way for the professional nurse?

   ______________________________

   ______________________________

   ______________________________

d. Explain the following qualifications given by Thomas Fuller for a nurse:

"quiet and still, so as to talk low, but little"--

"sober and temperate"--

"observant to follow the physician's orders duly, and not be so conceited of her own skill, as to give her own medicines privately"--

e. What was the thrust of 19th century nursing prior to Florence Nightingale?

f. Explain the change in the image of nurses by the beginning of the 20th century?

3. As a follow-up to the reading, use all of Thomas Fuller's qualifications (not just the ones noted above) to explain which ones are still applicable to present requirements.

4. Understanding sentence structure is important to understanding what you read. The following sentences from the Introduction use the semicolon to separate items in a series when there is internal punctuation (the comma) within an item in the series.

The sentences are purposely written to show each separate item in the series:

*When Thomas Fuller (1654-1734), an English physician, formulated the first set of qualifications for nurses, he stressed that they must be*

> *"middle-aged, healthy and strong;*
> *quiet and still, so as to talk low, but little;*
> *and tread softly."*

Note that the first item--"*middle-aged, healthy and strong*"--has a comma within it.

Note that the second item--"*quiet and still, so as to talk low, but little*"--also has internal punctuation.

Therefore, a semicolon is used between each item in the series.

*He wrote that a nurse must also be*

> *"sober and temperate;*
> *observant to follow the physician's orders duly, and not be so conceited of her own skill, as to give her own medicines privately."*

Although there are only two items in this series, the second item contains internal commas, thereby requiring the use of the semicolon to separate the items.

*Today's nurses are respected members of health teams that include*
*physicians;*
*dietitians;*
*physical, occupational, and mental health therapists;*
*pharmacists;*
*social workers;*
*nursing assistants;*
*and other caregivers*
*who play a vital role in helping sick people recover and well people stay well.*

There are seven items in this series. One of the items includes another series separated by commas. Hence, semicolons are used to separate the main series.

- Create your own sentence to include items in a series. Within one or two of items include internal comma punctuation that will then require you to use semicolons between the items in the main series. You may use one of the sentences above as a model.

## B. Chapter 1--"One Way to Begin: The Nursing Assistant"--pages 1-8

1. Before you read the text, define the following words:

   - empathetic
   - temperament
   - competency evaluation

2. Read the text and answer these questions:

   a. From the list of questions asked on page 2, determine the general qualifications of someone entering a career in nursing.

   b. What are the personality traits associated with the successful nursing assistant?

   c. What are the general duties of each shift of work for a nursing assistant?

d. What is the report that nursing assistants must be given?

e. What does training for a nursing assistant include?

f. What do medication and rehabilitation assistants do?

3. Follow-up to the reading--Explain why you became a nursing assistant.

4. As a follow-up to the sentence structure work done earlier, find a sentence in chapter 1 that uses a semicolon to separate items in a series and copy it here:

   Explain why the semicolon must be used between the items.

Look at the following sentences. Explain why semicolons are not used in the place of commas.

*Julie emphasizes that working as a nursing assistant provides training in health, hygiene, and communication skills that lay the groundwork for other helping careers, or simply for successful living*. (Page 3)

*"Patience, optimism, and a sense of humor also help. . . ."* (Page 4)

*They must also learn to recognize signs of illness and distress in patients, to know when to alert nurses and doctors, and they must be knowledgeable about laws guaranteeing resident or patient rights.* (Page 8)

______________________________________________________________

In the third sentence above, how many items are there in a series?____________________

What is the second half of the sentence beginning with "and they must be knowledgeable. . .," if it is NOT an item in the series?

______________________________________________________________

**C. Chapter 2--"Patient Care in the Home: The Home Health Aide"**--pages 9-17

1. Before you read the text, define the following words:

   - adapt/adaptation____________________________________________
   - empathetic_________________________________________________
   - tolerance__________________________________________________
   - geriatrics__________________________________________________
   - intravenous________________________________________________
   - respirators________________________________________________
   - tracheostomies_____________________________________________

2. Read the text and answer these questions:

   a. Why are home health aides becoming important?____________________

   ______________________________________________________

   b. What is the difference between a home health aide and a nursing assistant in a nursing home or hospital?

   ______________________________________________________

   ______________________________________________________

c. What are the duties of a home health aide?

d. Why is adaptation to clients important?

e. Using the list of items that home health aides learn in the standard 60-hour training program (given on pages 14-15), group them under the following broader categories:

| Procedures on the Job | Interpersonal/Communication Skills |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

f. What is meant by "ethics and confidentiality requirements"?

3. How does your training for certification compare to the list of items given?

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4. Look again at the list of items on pages 14-15. Pay particular attention to the sentence structure and punctuation.

   a. How many items are listed in the series?______________________________

   b. What separates the items in the series?______________________________

   c. Copy two examples of items that have an internal series as well:

**FOLLOW-UP ASSIGNMENT**

Read at least one or two other chapters from The Caring Careers. Choose those chapters that are of particular interest to you.

Why did you choose these chapters?______________________________________

__________________________________________________________________

What is the required training for these positions?___________________________

__________________________________________________________________

What are the main duties of these positions?_______________________________

__________________________________________________________________

What did you learn as a result of reading these chapters?_____________________

__________________________________________________________________

## *TITLE:*

Home Care Nursing

## *ISSUE:*

Personal

## *GOAL:*

To explore the nursing career ladder

## *OBJECTIVES:*

1. To list skills essential for a home health aide and home health nurse
2. To compare skills needed by a nurse and an aide
3. To describe a fictitious health nurse that you have worked with and analyze how he/she measures up to the article expectations
4. To read an article about home care nursing from American Journal of Nursing
5. To define vocabulary from contextual clues
6. To take notes on the major points of the article
7. To analyze how your time is spent as a home health aide compared to that of home care nurse

# HOME CARE NURSING

## *PERSONAL ISSUES*

You will be reading the article "**Making the Transition to Home Care Nursing**" from the October 1996 issue of American Journal of Nursing (pp. 47-49). Although this article is directed to nurses who are switching to home care nursing, it makes a number of points that are applicable to nursing assistants who work in home care as well as giving you insights into the nursing career ladder.

### I. Before You Read

Make a list of the skills that you think are essential for a home health aide and home health nurse to have. You should have two lists of skills. Be sure to include skills other than just the "nursing" or care-giving skills that are obvious.

Describe any similarities in the two lists. What do those similarities suggest about the two jobs?

________________________________________________________

________________________________________________________

________________________________________________________

### II. As You Read

A. Vocabulary Development--be sure you can define the following terms:

1. acute care--________________________________________
2. diagnostic procedures--________________________________
3. acute assessment--____________________________________
4. manual dexterity--____________________________________
5. patho-physiology--____________________________________
6. patient advocacy--____________________________________
7. HMO--______________________________________________

8. clinical expertise--______________________________

9. management strengths--______________________________

10. autonomy--______________________________

**B.** Answer the following questions from your reading:

1. What are the cautions Lazelle Benefield gives about going into home care?

______________________________

______________________________

2. How has home care changed since the advent of HMOs?

______________________________

______________________________

3. What is the first major difference between being an acute care nurse and a home care nurse? What organizational skills must a home care nurse have?

______________________________

______________________________

______________________________

4. What is Benefield's point in the section "Acute assessment and technical skill"?

______________________________

______________________________

5. What areas of communication must a home care nurse be proficient in? Why?

______________________________

______________________________

______________________________

6. What is the main point of the section "Education for improved outcomes"?

7. Why is it important to find out who the major payors are in your community?

8. Why are clinical expertise and management strengths important for this job?

9. Why is it important to find out all the details of what is expected of you?

10. Why does Benefield say that moving from hospital to home care nursing is NOT a lateral move?

11. From your own experience and observation, is Benefield correct when she says that home care nursing has "insufficient guidelines and lack of structure"?

## III. After You Read

- A home care nurse indicated that she spends 60% of her time teaching, 30% of her time supporting the caregiver, and 10% of her time performing technical skills. As a home health aide, determine what percentage of your time is spent doing what kinds of tasks.

- Of the skills that Benefield says are most important to a home care nurse, which ones are most important to you as a home health aide?

- Use fictitious names to describe a home health nurse that you have worked with. Concentrate on how well he/she measures up to Benefield's description of the expectations for a home health nurse.

## *TITLE:*

Managing Stress

## *ISSUE:*

Personal

## *GOAL:*

To develop stress management techniques

## *OBJECTIVES:*

1. To define stress
2. To identify positive and negative stress
3. To recognize the signs of stress and the high cost of stress
4. To identify the causes of personal stress
5. To identify strategies for coping with stress
6. To use breathing techniques to aid in stress reduction.

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# HOW TO MANAGE THE STRESS IN YOUR LIFE

## (PRESENTATION "SCRIPT")

**What is stress?**

Stress is your body's physical, mental, and chemical reactions to circumstances that frighten, excite, confuse, endanger, and irritate you. **Stress is the rate of wear and tear in the body or any disruptive influence on a person -- physical or psychological.**

Stress is not always bad. **What could be good about stress? Positive stress** can help us concentrate, focus, perform, reach peak efficiency. It **motivates us.**

Negative stress results when we don't let ourselves relax after we have met a challenge. It also results when we feel pressured to get things done or don't deal with problems when they come up. Things that cause stress are different for each of us.

**Some things that may cause stress:**

procrastination
emotions
poor time management
too much responsibility
lack or loss of control
anything that speeds up, keys up, or tenses up our bodies

What else? **What causes stress for you?**

**PRE-TEST** - Have group do the pre-test to see how much they know about stress in general. Discuss the answers.

**How stress affects us:**

When we find ourselves dealing with a stressful situation, the body prepares to deal with it. It pumps hormones into the bloodstream and expects release. When there is no release, often ulcers, headaches, backaches, palpitations, and other ailments result.

The body cannot be under stress all the time. **Release must occur.**

We don't always know when we are under stress. **How can we recognize stress?**

**Signs of Stress/Recognizing Stress**

- nervousness
- neck and shoulder aches, tense muscles, itchy skin
- insomnia
- fatigue
- boredom
- depression, listlessness, lack of interest
- drinking too much; eating too much or too little
- palpitations - heart skip
- phobias - unfounded fears
- OTHERS?

**The high cost of stress:**

Work stress may be America's number one health problem according to Dr. Paul J. Rosch, Professor of Medicine and Psychiatry at New York Medical College and President of the American Institute of Stress. A recent survey reveals that more than 3/4 of all workers say their jobs cause them significant stress.

Job stress-related Workmen's Compensation awards, almost unheard of a decade ago, now represent 1/4 of all claims.

60 - 80% of all industrial accidents are related to stress.

The resulting cost to employers due to absenteeism, lost productivity, medical bills, and workers' compensation accounts for more than $200 billion a year. (The consumer pays!)

**Self-assessment exercises.**

1. **Scoring Test for Gauging Stress and Tension Levels.**
   Have participants answer the 15 questions on this survey and then use the second sheet to "score" the test.

2. **Coping: A Personal Test**
   How do you cope with stress in your life? 14 questions with scoring on the back.

3. **Life Change Index**
   This will give you an idea of how the events in your life can affect your level of stress.

Give participants time to complete each of these questionnaires. Follow with group discussion. Talk about the special stressors that people in the home health field must deal with. Have group identify the stressors and talk about how each deals with them.

## PRE-TEST

How much do you know about stress? Answer the following questions TRUE or FALSE.

| | | TRUE | FALSE |
|---|---|---|---|
| 1. | People who feel stress are nervous to start with. | | |
| 2. | You always know when you're under stress. | | |
| 3. | Prolonged physical exercise will weaken your resistance to stress. | | |
| 4. | Stress is always bad. | | |
| 5. | Stress can cause unpleasant problems, but at least it can't kill you. | | |
| 6. | Stress can be controlled with medication. | | |
| 7. | Work-related stress can be left at the office and not brought home. | | |
| 8. | Stress is only in the mind; it's not physical. | | |
| 9. | Stress can be eliminated. | | |
| 10. | There's nothing you can do about stress without making drastic changes in your life style. | | |

SOURCE: Matteson, Michael T. and John Ivancevich, Managing Job Stress and Health, The Free Press, MacMillan Publishing Co., New York, NY 1982.

## Coping Skills -- How to Reduce Stress

**You must first recognize stress and identify your major sources of stress.**

- Define your problem as specifically as you can.
- Break it into manageable pieces. (WHAT DOES THIS MEAN?)
- Gather information about the problem so that you can put it into perspective.
- Understand why it is a problem for you.
- Review your past experience with this or a similar problem.
- Develop a plan of action and go with it.
- Know the difference between your thoughts and your feelings. **Feelings are real. Acknowledge them.** Express them to yourself and to others.
- Find the level of stress that is best for you. How much can you handle in a positive way? Learn to be flexible and adaptable.
- **Be assertive.** Learn to stand up for your rights.
- Manage conflict openly and directly--and tactfully.
- **Deal with problems right away** when they are small. If you wait, they may become larger and the stress they cause may become greater.
- Learn to let go of situations and take breaks.
- Prioritize. Practice good time management.
- Learn to say "NO".
- **Take total responsibility for your life.** Don't be a victim.
- Ask for direct help when you need it, and be open to it when you get it.
- Have a support system--someone you can talk to.
- Rid yourself of dead or "toxic" relationships.
- Give positive feedback to others.

- Learn to identify the opportunities for personal growth that many sources of stress may bring you. **Turn a negative into a positive when you can.**

- Avoid stress producing situations whenever possible by anticipating them.

- **Exercise** regularly.

- Eat a balanced diet.

- Relax. Sleep 7 - 8 hours/day. If you can't sleep, lying quietly is good.

- Consider getting some outside help if you are experiencing headaches, depression, or other stress related symptoms.

- **Make time for yourself.** Sometimes easier said than done.

- **Believe in yourself.** Practice positive self-talk.

- **Plan to succeed.**

- Make change projects small and manageable--so that you won't stress yourself more in the process.

- Practice changes for 3 weeks and then decide whether you want to incorporate them into your life.

- **Celebrate success. Reward yourself.**

- Volunteer. Share your skills and time (when you have some extra) with someone else.

**Hand-outs:**

- Strategies for Coping With Stress

- Techniques for Handling Stress

- Reducing Stress Through Proper Breathing

- !&?(*How to Handle Stress*)?&! (Close with this hand-out and offer miniature marshmallows to participants!)

# !&?(* HOW TO HANDLE STRESS *)?&!

1) Jam 39 tiny marshmallows up your nose and try to sneeze them out.
2) Use your Mastercard to pay your Visa.
3) Pop some popcorn without putting the lid on.
4) When someone says "Have a nice day," tell them you have other plans.
5) Find out what a frog in a blender really looks like.
6) Forget the diet center and send yourself a Candygram.
7) Make a list of things to do that you've already done.
8) Dance naked in front of your pets.
9) Put your toddler's clothes on backwards and send him off to pre-school as if nothing was wrong.
10) Retaliate for tax woes by filling out your tax forms with Roman Numerals.
11) Tatoo "Out to lunch" on your forehead.
12) Tape pictures of your boss on watermelons and launch them from high places.
13) Leaf through a National Geographic and raw underwear on the natives.
14) Go shopping. Buy everything. Sweat on it. Return it the next day.
15) Buy a subscription to Sleezoid Weekly and send it to your boss's wife.
16) Pay your electric bill in pennies.
17) Drive to work in reverse.
18) Relax by mentally reflecting on your favorite episode of the Flintstones during that important finance meeting.
19) Sit naked on a shelled, hard-boiled egg.
20) Refresh yourself: Put your tongue on a cold, steel guardrail.
21) Tell your boss to blow it out of his mule and let him figure it out.
22) Polish your car with ear wax.
23) Read the dictionary upside down and look for secret messages.
24) Start a nasty rumor and see if you recognize it when it comes back to you.
25) Bill your doctor for the time spent in his waiting room.
26) Braid the hairs in each nostril.
27) Write a short story, using alphabet soup.
28) Lie on your back eating celery...using your naval as a salt dipper.
29) Stare at people through the lines of a fork and pretend they're in jail.
30) Make up a language and ask people for direction.

# STRESS MANAGEMENT

## COPING: A PERSONAL TEST

**How do you cope with stress in your life?** Answer the following questions to determine how well you handle the stress in your life.

____ 1. Do you feel that you have a supportive family? If so, score 10 points.

____ 2. Give yourself 10 points if you actively pursue a hobby.

____ 3. Do you belong to some social activity group that meets at least once a month (other than your family)? If so, score 10 points.

____ 4. Are you within five pounds of your "ideal" body weight, considering your health, age, and bone structure? If so, give yourself 10 points.

____ 5. Do you practice some form of "deep relaxation" at least three times a week? These include meditation, imagery, yoga, etc. If so, score 15 points.

____ 6. Give yourself 5 points for each time you exercise 30 minutes or longer during the course of an average day.

____ 7. Give yourself 5 points for each nutritionally balanced and wholesome meal you consume during an average day.

____ 8. If during the week you do something that you really enjoy and is "just for you", give yourself 5 points.

____ 9. Do you have some place in your home that you can go to relax or be by yourself? If so, score 10 points.

____ 10. Give yourself 10 points if you practice time management techniques in your daily life.

____ 11. Subtract 10 points for each pack of cigarettes you smoke in an average day.

_____ 12. Do you use any drugs or alcohol to help you sleep? If so, subtract 5 points for each evening during an average week that you do this to help you get to sleep.

_____ 13. During the day, do you take any drugs or alcohol to reduce anxiety or calm you down? If so, subtract 10 points for each time you do this during the course of an average week.

_____ 14. Do you ever bring work home in the evening? Subtract 5 points for each evening during an average week that you bring office work home.

____ **TOTAL SCORE**

A "perfect" score would be 115 points. Short of that, the higher the score, the greater the ability to cope with stress, with a score of 50 to 60 points indicating an adequate ability to cope with most common sources of stress.

Source: Sally Squires, Washington Post Health, April 1986

## *TITLE:*

Controlling Stress

## *ISSUE:*

Personal

## *GOAL:*

To learn to recognize stress and to deal with it in a positive way

## *OBJECTIVES:*

1. To describe situations that cause stress
2. To read a selection from The Mayo Clinic Family Health Book (1990)
3. To define vocabulary from context or with a medical dictionary
4. To take notes on the reading
5. To fill in a skeletal outline
6. To organize the material
7. To practice the techniques described in the reading
8. To describe in writing how to cope with a particular stressor previously described

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# CONTROLLING STRESS

You will be reading a selection from The Mayo Clinic Family Health Book (1990) entitled "Controlling Stress."

## I. Before you read:

In your journal describe some of the things that cause you stress. These can be family situations, marital conflicts, or job-related conflicts, or other things that cause stress.

Then describe how stress affects you. What symptoms do you notice, whether physical or psychological? For example, does your body tense up, do you sweat or feel cold, do you get headaches or and upset stomach, do you have trouble sleeping? Or, do you experience emotional reactions such as irritability, pessimism, or resentment?

Finally, describe the techniques you use to overcome your stress. You can admit that you really do not have very good techniques for overcoming stress, if that is how you feel.

## II. Vocabulary for reading:

Understanding the following terms will aid your reading of the selection. Notice that some terms have been defined for you. Look up the words you do not know, or try to define them from the context of the article.

- stress ________________________________________
- physiological ________________________________________
- Endocrine system--glands of the body (pituitary, thyroid and parathyroid, pancreas, adrenal, ovaries, and testes) that function as a control system for the body and influences the body's processes.
- Nervous system--made up of the brain and spinal cord and nerve endings throughout the body; the means of receiving messages and transmitting messages throughout the body. These messages affect functions such as coordination, learning, memory, emotion, and thought.
- secretes ________________________________________
- insomnia ________________________________________
- psychological ________________________________________

- cynical______________________________________________
- pessimistic__________________________________________
- reclusive____________________________________________
- manifestations_______________________________________
- emotional or behavioral impulsiveness_______________________

  ________________________________________________________
- inevitable___________________________________________
- perspective__________________________________________
- coping_______________________________________________
- Raynaud's syndrome--an exaggeration of the normal physiological reflex mechanism for the blood vessels in the extremities to narrow when exposed to cold. The fingers and toes turn white upon exposure to cold, with an accompanying stinging pain.
- hyperventilation--excessive rate and depth of respiration leading to abnormal loss of carbon dioxide from the blood.
- exhalation___________________________________________

III. **Reading**--an exercise in notetaking, outlining, and organizing

As you read, fill in the following outline with the most important points expressed by the article. You will be given guides to help you in deciding what to put down.

## *OUTLINE*

I. Keeping Your Stress Under Control
   A. Definition of stress

   ________________________________________________________

   ________________________________________________________

B. Two types of stressful events

1. Intense, an alarm reaction --"fight or flight"

   a. What endocrine system does______________________________

   ______________________________________________

   b. What nervous system does______________________________

   ______________________________________________

2. Less intense, long-term problem

II. Recognizing Stress

A. Physical symptoms--(list them)

______________________________________________

______________________________________________

B. Psychological symptoms--(list them)

______________________________________________

______________________________________________

III. Dealing with Stress

A. The first step

______________________________________________

1. Learn to recognize in ourselves those things that cause the most trouble.

2. ______________________________________________

3. Accept the fact that we experience stress-related discomforts and that they are normal.

B. Another important step

______________________________________________

1. The first tool or technique______________________________

   ______________________________________________

2. Another tool or technique________________________________________

________________________________________________________________

3. A final tool or technique________________________________________

________________________________________________________________

4. A tool or technique **NOT** to use____________________________________

________________________________________________________________

IV. Techniques for Accepting Stress

A. Keep things in perspective (List the three things the article suggests you do)

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

B. Seek help if you cannot cope (List the sources of help)

1. ____________________________________________________________

________________________________________________________________

________________________________________________________________

C. Interpersonal conflicts--dealing with personality conflicts

1. Family conflicts--(explain them)______________________________

________________________________________________________________

2. ____________________________________________________________

________________________________________________________________

3. ____________________________________________________________

________________________________________________________________

V. Methods of Coping with Stress

A. Relaxation techniques--(explain what they can do for you)

______________________________________________

One simple method (List the steps involved in that method)

1. ______________________________________________

______________________________________________

______________________________________________

B. Relaxed breathing--(Explain what it can do; List and explain the three types of breathing)

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Explain why the third type is best______________________________

______________________________________________

______________________________________________

1. (List the steps involved in that type)

______________________________________________

______________________________________________

______________________________________________

C. Physical fitness--(explain what it can do)

______________________________________________

______________________________________________

1. Physical exercise--(examples)________________________________________

__________________________________________________________

__________________________________________________________

2. Stretching to relieve tension--(list the kinds of stretching)________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

## *END OF OUTLINE*

### IV. After reading

A. Actually practice the steps of **Relaxation Techniques**, **Relaxed Breathing**, and **Physical Fitness** (especially the stretching exercises).

B. In your journal, indicate how you might try to cope with one of the stressors you wrote about in **Part I**.

## *TITLE:*

Handling Stressful Work Situations

## *ISSUE:*

Personal

## *GOAL:*

To use the **RETHINK** strategy to cope with stress that causes anger

## *OBJECTIVES:*

1. To read an article in Geriatric Care
2. To describe methods of "cooling off" when anger comes to the workplace
3. To apply each item of the RETHINK strategies to a specific situation experienced or witnessed
4. To explain how the strategies were used to help diffuse or were not used and the consequences
5. To explain how one can become an active listener

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# HANDLING STRESSFUL WORK SITUATIONS

## *PERSONAL ISSUE*

Read the article " **'RETHINK' Before You React to a Stressful Work Situation"** in *Geriatric Care* for December 1996. Although this article addresses abuse in a long-term care facility, the issue of stress producing abuse can happen in any environment and not just in a nursing home. The RETHINK strategy can be helpful for any caregiver.

1. How do you usually cool down when you start to feel anger coming on at work?

2. Apply each one of the words represented by the letters in **RETHINK** to a specific situation that you have encountered in your caregiving either personally or been a witness to (*sans* real names). Explain how the strategies were used to help diffuse anger or were not used and the consequences.

3. Are you an active listener? Why or why not? What can you do to develop that strategy?

## *TITLE:*

Reading Enhancement/Case Study
"Telephone Solicitor"

## *ISSUE:*

Personal

## *GOAL:*

To evaluate an ethical issue faced by employees

## *OBJECTIVES:*

1. To write a journal topic about the importance of the job
2. To read a selection about a job
3. To define words in context
4. To identify the nouns for which pronouns are used
5. To identify the ethical issue faced by the employee
6. To describe the employee and the supervisor
7. To explain in writing how you feel about lying
8. To explain a supervisor who caused extreme positive or negative reaction in you

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# READING ENHANCEMENT

## *PERSONAL ISSUES*

*"Telephone Solicitor"*

**Before You Read**

Write a journal topic answering the following questions: Do you think a person's job or career is an important part of his or her life? Is your work important to you? How do you feel about your work? (Perhaps devote a paragraph to each of the questions.)

**Read the Selection and Answer these Questions**

1. Enid Du Bois was a telephone solicitor. What was she supposed to do in her job?

   ______________________________________________

   ______________________________________________

2. How did Du Bois feel about the job when she first started?

   ______________________________________________

   ______________________________________________

3. How did she feel about her job after she worked there for a while? Why did she feel that way?

   ______________________________________________

   ______________________________________________

4. What phone call was the turning point for Du Bois? Why was it so important?

   ______________________________________________

   ______________________________________________

   ______________________________________________

5. A pronoun is a word that stands for a noun. Find these pronouns on the first page. What do they stand for?

a. paragraph 1: **I**______________________________

b. paragraph 2: **We**______________________________

c. paragraph 2: **They**______________________________

d. paragraph 2: **You**______________________________

6. Each of the following words was used in the selection. What does each word mean? If necessary, use a dictionary.

a. commission______________________________

b. subsidizing______________________________

c. harassing______________________________

d. conditioned______________________________

e. obscenities______________________________

f. nauseous______________________________

7. What kind of person was Enid Du Bois? What makes you think so?

______________________________

______________________________

______________________________

8. What was the chief supervisor like? How did Enid Du Bois feel about him?

______________________________

______________________________

______________________________

9. How do you feel about the job Enid Du Bois had?

**Follow-up to the Reading**

Write a short paper on one of the following topics:

1. Describe an incident in which you have been forced to lie to someone about circumstances. It could be a client with whom you have had to deal. Explain how you felt about the lie.

2. Describe a supervisor that you have had that you particularly disliked or one that you particularly liked. Explain what the supervisor did to cause such a reaction by you.

## *TITLE:*

The Wellness Book

## *ISSUE:*

Personal

## *GOAL:*

To help health care providers maintain their own personal health

## *OBJECTIVES:*

1. To read for information
2. To identify strategies for coping with stress
3. To identify the elements of nutrition for good health
4. To identify strategies for helping clients with various diseases or physical needs
5. To practice coping strategies
6. To practice good nutrition habits

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# THE WELLNESS BOOK

The Wellness Book: The Comprehensive Guide to Maintaining Health and Treating Stress-Related Illness by Herbert Benson and Eileen M. Stuart, a 1992 publication, contains a number of valuable chapters and exercises that relate to almost all the Home Care Challenge issues, although many of the topics addressed perhaps speak to the Personal Issues section. The chapters on specific illnesses fit nicely with the Role of the Caregiver issue. Below is a list of applicable chapters and recommended exercises.

**Chapter 7 - "Move into Health"**

Pay close attention to the math computation of your exercise heart rate range and the goal setting exercise at the end of the chapter.

**Chapter 8 - "Nutrition for Good Health"**

Pay attention to the components of food, the basic food groups, and Keeping Your Food Record.

**Chapter 10 - "Managing Stress"**

This is a good reading exercise before the counselor deals with the subject of stress. Pay attention to stress warning signals and the chart at the end of the chapter to check your physical and emotional response to each stressful situation noted.

**Chapter 11 - "How Thoughts Affect Health"**

Pay attention to the cognitive distortions that lead to negative emotional states. Fill in the chart at the end of the chapter and take and score the Beliefs Inventory.

**Chapter 12 - "Feelings, Moods, and Attitudes"**

This is a good reading exercise before the counselor deals with self-esteem. There are a number of good exercises throughout the chapter.

**Chapter 13 - "Coping and Problem Solving"**

This chapter is a continuation of stress management. Pay attention to the coping and problem-solving skills spelled out.

**Chapter 14 - "Communicating"**

This chapter emphasizes how effective communication is important in avoiding stressful situations, as well as resolving situations once they arise. Pay attention to how you communicate with people around you.

**Chapter 15 - "Jest 'N' Joy"**

This chapter looks at the benefits of humor as a coping mechanism.

**Chapter 18 - "Behavioral Medicine and Cancer"**

As a home health aide or companion, you are often called upon to care for clients with cancer. This chapter can give you insight into coping with the disease. Use the medical dictionaries to help with any of the medical terminology that seems unclear.

**Chapter 19 - "Eating Healthfully to Prevent Undernutrition"**

This chapter is a good resource for you if you are planning and preparing meals for clients.

**Chapter 20 - "Psychoneuroimmunology and HIV Disease"**

This chapter serves as a brief introduction to HIV disease as well as showing how the mind can influence the immune system.

**Chapter 21 - "Cardiovascular Disease: The Heart of the Matter"**

This chapter gives a fairly complete explanation of the risk factors for coronary disease and may help you understand your clients' heart problems. Medical terminology is an important part of the chapter. Pay attention to the exercises that you can practice on yourself.

**Chapter 22 - "Living with Heart Disease and Diabetes: Exercise Can Help"**

Although the emphasis is on exercise, this chapter can help you understand more fully some of the exercises you may be asked to help clients with such diseases perform.

**Chapter 23 - "Eating for the Health of Your Heart"**

Pay attention to the discussion on cholesterol, fiber, and sodium. The information can be enlightening as you perhaps are required to prepare meals for clients. It might be fun to keep the Food Record on yourself at the end of the chapter.

**NOTE:** The References and Suggested Readings at the end of the book is a good resource listing for any topics that you wish to research further.

## *TITLE:*

Self Esteem

## *ISSUE:*

Personal

## *GOAL:*

To explore ways to boost self-esteem and self-confidence

## *OBJECTIVES:*

1. To define the terms self-confidence and self-esteem
2. To assess your own self-esteem
3. To analyze negative messages that can cause negative self-esteem
4. To identify strategies for boosting self-esteem
5. To practice self-esteem boosters

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# SELF-CONFIDENCE/SELF-ESTEEM
(Presentation "script")

I. On a piece of paper, write down 10 things that describe ;you. Don't spend a lot of time thinking, just write!

Now, look at the list. What kinds of things did you write about yourself? Positive? Negative? Why?

II. Discussion of self-confidence and self-esteem.

a. *What is self-confidence*? Feeling of trust or confidence in your own powers, ability, judgment. Faith in oneself. Believing in oneself.

b. *What is self-esteem*? Having a good opinion of yourself. Truly loving and valuing yourself.

Self-acceptance
Self-worth
Compassion for oneself
Forgiveness for oneself
Liking oneself
Pride

Which one must have you have first? Self-esteem

Self-esteem + Self-confidence = Self-empowerment

III. *Is your own self-esteem healthy*? Ask yourself these questions:

1. Do I accept myself for what or who I am?

   Learning not to deny your feelings is an important part of developing good self-esteem

2. Do I give myself credit for what I do?

   Think of all the things you do each day. Write them down. You may be impressed with yourself!

   Do you give yourself credit when you accomplish a goal?

3. Do you view problems as opportunities? We sometimes learn more about ourselves from our failures than our successes.

**IV.** *Where does poor self-esteem come from*? (Most people have some poor self-esteem or lack confidence in some areas at least occasionally).

We receive messages from others throughout our lives. They can be real or imagined. Some of these messages can make us believe that we are not valued.

Who could give us negative messages? Parents, teachers, friends, siblings, boss, expectations of society…

Low self-esteem can also come from a negative experience in our lives.

Lead discussion of childhood messages:

Childhood messages refer to how we saw life as it should or ought to be when we were children. They came from significant authority figures (parents, teachers, religion…) and were seen, heard, or felt. Consider the "shoulds" and "oughts" you feel (or perhaps used to feel).

What did you believe about…

- feminine/masculine behavior?
- the importance of your intelligence?
- leadership?
- the intelligence of men/women?
- your ability to solve problems?
- your place in religion?
- your ability to deal with mechanical things?
- the importance of your education?
- working mothers?
- what your vocation would be?
- earning money?
- success for you?
- marriage?
- children?
- importance of your appearance?
- your relationship to women/men?
- your ability to excel in sports?

After this discussion, do you feel that women in general have faced barriers as we seek self-confidence?

**Too often we allow other people's opinions or attitudes determine how we feel about our self-worth. We have to learn to break out of old patterns and open our minds to new things. We may find a whole new world out there. (some of you are finding it now!)**

We can change the way we feel about ourselves.

## V. Share the ELEPHANT STORY

Let me tell you about how they train elephants for the circus. They start training elephants when they are very little. They are tied to a stake with a chain around their foot. The baby elephant is not used to the chain and pulls and pulls, but he cannot break free. The chain is too strong, and the stake in the ground is too big. Pretty soon the baby elephant stops pulling on the chain; he knows that it will hurt if he pulls, and he is not strong enough to break the chain or pull out the stake. That baby elephant, over time, grows and grows to over 2000 pounds, but adult elephants do not try to break the chain or pull up the stake even though the chain is never strengthened or the stake lengthened! They don't realize that the same limitation really won't restrain them if they would try to break the chain. **THEY ARE RESTRAINED ONLY IN THEIR MINDS.**

Are we like this sometimes?

We can overcome poor self-esteem if we choose to.

VI. Getting to positive self-esteem. Our self-concept accepts whatever we choose to believe about ourselves. Think about the times in your life when you feel good about yourself. The behaviors we pay attention to are the behaviors most likely to increase.

We do have control over our thinking. Positive thinking gives us power and self-confidence.

Self-confidence gives us the freedom to believe in ourselves, to try new things, to open our minds to opportunity, and to look at the positive side of situations.

How do we get it?

- Self-esteem is plastic. It can be molded.
- Self-image (how people think and feel about themselves as persons) is a product of learning. We are not born with our self-image. Our self-images are acquired throughout our lives by our social interaction and social responses.
- This is good because it means that our self-image can be unlearned, relearned, or changes. Our self-image is, I n fact, in the process of change all the time.
- Repetition is the key to all learning. Take ACTION and PRACTICE.
- Keep a positive attitude.
- Take a chance once in awhile.
- Admit you don't know it all. Who does?
- Don't dwell on your mistakes. Learn from them and move forward. It's okay to fail or make mistakes. The important thing is that we try.

> Thomas Edison invented the light bulb, but as a small child, age 7, his teacher said he was too stupid to learn. When Thomas Edison invented the light bulb, he tried over 2,00 experiments before he got it to work. A young reporter once asked him how it felt to fail so many times. He said, "I never failed once. It just happened to be a 2,000 step process. (From 101 Ways To Develop Self-Esteem and Responsibility, Vol. 2)

Hand-out: Success of Failure? Abraham Lincoln (Read to group before handling out to see if they can guess who it is).

- Expand your comfort zone. We have to force ourselves to step outside of our own comfort zone. "Feel the fear, and do it anyway." If you stay locked in your comfort zone, there is no opportunity for personal growth, and you are doomed.
- Recognize your own specialness or uniqueness, and concentrate on the things you like about yourself. Talk to yourself about it! POSITIVE SELF-TALK allows us to recognize our own strengths and good qualities. This is important for each of us. It can lift our spirits and help us focus our energies on the positive aspects of ourselves.

Have group do **BRAGGING EXERCISE** in pairs. (HAND-OUT: Six Questions to Encourage Boasting) We too often put ourselves down. This is an opportunity to think about your own good qualities.

Spend 60 seconds "bragging" to your partner. Then your partner will have a turn.

Say **ONLY** positive things about yourself. If the partner hears the speaker make a negative comment about themselves, the partner must instruct the speaker to say at least four more things about themselves that are positive.

Reverse roles. (Applause at end).

**DISCUSSION**: How comfortable did you feel bragging about yourself? How comfortable were you listening to your partner brag? How many of you feel a little closer to your partner now? Why?

This was an exercise in expanding your comfort zone.

Now try this. Have participants do the THUMB EXERCISE. Sit in your seat with your hands folded. Which thumb is on top? Do it again the same way. Do it again with the opposite thumb on top. How does it feel? Do it again. Uncomfortable at first. If you practiced regularly, both ways would become comfortable.

Life is like this. Change is often uncomfortable at first. But it is necessary for personal growth.

- **Keep a VICTORY LOG**. (HAND-OUT and discuss purpose). One of the key points we need to continually reinforce is the importance of acknowledging and focusing on our successes rather than our failures. Peter Thigpen, President of Levi Strauss Company, keeps a "victory log" on his desk. Every time he has a small or large victory he writes it down in his notebook. When he is about to do something that is particularly challenging, he re ads through his log of past accomplishments. This brings forward images of past successes rather than failures, and empowers him to take more risks while feeling good about himself. (From 101 Ways to Develop Self-esteem and Responsibility, Vol. 1 by Frank Siccone and Jack Canfield).

- **SET PERSONAL GOALS**. A secret to being successful is to have a clear picture of what success looks like for you.

Have a purpose. Knowing what end point you have in mind—having a purpose—is what gives your life and work meaning and value.

**Story of 3 bricklayers**: Three bricklayers were asked while working what they were doing. The first replied impatiently, "Can't you see I'm laying bricks?" The second stated simply that he was building a wall. When the third bricklayer was asked, she answered with enthusiasm, "I am creating a magnificent cathedral!"

Which one do you think enjoyed the work most? Was the happiest? Took the most pride in the work?

A goal, or intention, is a statement of a specific result you want to achieve.

**Direct quote from a 7 year old**: "I'm not old enough to play baseball or football. I'm not eight yet. My mom told me when you start baseball, you aren't going to be able to run that fast because you had an operation. I told MOM I wouldn't need to run fast. When I play baseball, I'll hit them out of the park. Then I'll be able to walk!"

VII. You can build self-confidence with the power within you.
HAND-OUTS:: You can build SELF-CONFIDENCE…
Power

HAND-OUTS: Steps to Human Happiness
Personal Bill of Rights

## *TITLE:*

Understanding Change

## *ISSUE:*

Personal

## *GOAL:*

To understand how to cope with change

## *OBJECTIVES:*

1. To describe a change that has occurred in your life
2. To read an article about the seven stages of change from American Journal of Nursing
3. To define vocabulary from context clues
4. To identify the four areas in which change occurs
5. To identify the seven stages of change on the mood curve
6. To explain what happens at each stage
7. To identify coping strategies for the seven stages
8. To apply what you have read about change to your own situation

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# UNDERSTANDING CHANGE

## *Personal Issues*

You will be reading the article "*Understanding the Seven Stages of Change*" by Jo Manion from American Journal of Nursing, April 1995.

### I. Before You Read

Describe a change that you have undergone in your life. It may have been something personal like a move to a new location, a divorce, a death in the family. Or, it may have been a change in jobs, a change within your work organization. What impact did the change have on you?

________________________________________

________________________________________

________________________________________

### II. Read the Article

A. Vocabulary development--Be sure that you can define these terms as you read:

1. inevitable - ____________________
2. implications - ____________________
3. simultaneously - ____________________
4. psychological adaptation - ____________________
5. antidote - ____________________
6. disintegrated - ____________________
7. resistance - ____________________
8. redeployed - ____________________
9. transition - ____________________
10. integration - ____________________

**B.** Answer the following questions based on the article:

1. What are the four levels on which change occurs? Explain each one with an example.

2. Identify the seven stages on the mood curve that Manion outlines. Briefly describe, in your own words, what happens at each stage.

*Stage 1:*

*Stage 2:*

*Stage 3:*

*Stage 4:*

*Stage 5:*

*Stage 6:*

*Stage 7:*

3. Manion offers "**Tips for Getting through the Stages of Change**." Choose two or three of the stages that you see as most difficult to get through and rewrite her tips in your own words.

## III. After You Read

Apply what you have read about change to your own situation. What advice from this article would have been helpful to you as you faced (or are facing) a personal, professional, or organizational change in your life?

## *TITLE:*

The Joy of Working

## *ISSUE:*

Personal

## *GOAL:*

To understand how to combine excellence and enjoyment on the job

## *OBJECTIVES:*

1. To read for information
2. To define terminology
3. To apply the reading to yourself
4. To read for self-actualization

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# THE JOY OF WORKING

## *PERSONAL ISSUES*

### DAY 1 - SELF ESTEEM

1. What does "***esteem***" mean in Latin? (4)

2. Why is high self esteem a cornerstone of good working relationships? (4)

3. Why does "***just getting by***" on the job deplete your sense of self worth? (5)

4. How did an inventor's high self esteem help create the telephone? (7)

5. List 5 ways to bolster your self esteem on the job (8,9)

6. List 5 things you do well every day.

______________________________

______________________________

______________________________

______________________________

## DAY 2 - SELF TALK

1. Give an example about the power of self talk.______________________________

______________________________

2. Portfolio entry: "What I like about me".______________________________

______________________________

______________________________

## DAY 3 - ATTITUDE

1. Why is a positive attitude one of the single most important traits toward achieving health and happiness? (21,22)

______________________________

______________________________

2. Give an example from a work experience that illustrates how negative attitudes have ruined the job atmosphere or project.

______________________________

______________________________

3. What are some ways you can produce a positive attitude? (28, 29)

______________________________

______________________________

## DAY 4 - DREAMS

1. How can a dream become a reality?______________________________

______________________________

2. What is your dream?______________________________

______________________________

**DAY 5 - GOAL SETTING**

1. Why are goals important?

2. Activity: personal mission statement.

3. Activity: do exercises on pages 46-48.

**DAYS 6...PLANNING**

1. Why do so many people let their dreams die? (52)

2. How do you keep this from happening? (53)

**DAY 7...PERSEVERANCE**

1. How do you develop an action plan?

2. Find any copy on quote about perseverance (61-68)

## DAY 8...SELF-DISCIPLINE

1. Define self discipline. (71)

2 Identify something that is hard for you to do, something that takes a fair amount of self-discipline.

3 How can you practice self-discipline? (74-76)

4 What is the idea that impressed you the most in the chapter on self-discipline?

## DAY 9...SELF-EXPECTATION

1 Define "positive self-expectation". (81)

2 Underline the most important sentences on page 84.

## DAY 10...BEING YOUR BEST

1 What's keeping **YOU** from being your best? (87)

2 What is the origin of the word "talent"? (89)

3. Give an example of a "great actor in a small part". Do you know anyone who has done this? (94)

## DAY 11...ACHIEVEMENT

1. Define true achievement (your words, or the author's, p. 99,103)

2. Why don't people achieve all that they can (100)

3. What are some roadblocks to achievement? (100,101)

4. What can happen when a person thinks, "Things are going too well...." (101)

5. What does the author think is the "most splendid achievement of all"? (103)

6. List the four points of achievement in action (104, 105)

## DAY 12...SELF-RELIANCE

1. What does the author mean by "life is a do-it-yourself kit"? (111,112)

2. Why did some prisoners of war survive and others did not? (113)

3. List three steps to self-reliance in action. (114)

## DAY 13...OPPORTUNITY

1. Does opportunity knock?

2. What is opportunity?

3. Why do people often fail to recognize opportunity? (118, 119)

4. What is the difference between opportunity and opportunism?

5. List the five points of opportunity in action (124, 125).

## DAY 14...ADAPTABILITY

1. What can you always count on? (129)

2. Give a classic failure of corporate America acting like a dinosaur (130, 131).

3. List the high point of adaptability in action (135).

## DAY 15...MOTIVATION

1. What is motivation? When does it grow? (139)

2. What are the necessary qualities of motivation? (139)

3. Do external motivators work? (140)

4. Describe the effects of *fear* and *desire*. (140, 141)

5. List the three steps to motivation in action. (144)

## DAY 16…RESPONSIBILITY

1. What is the path to mental health? (148)

2. Describe the theory of Maslow, Rogers, Glasser and Frankel (148).

3. What is the key to mental health and career success? (151)

4. What do the authors mean by "everything in life is voluntary"?

5. Summarize the three steps to responsibility in action (152, 153)

## DAY 17...PRIORITIES

1. Define priority________________________________________

2. Why are priorities essential to a productive life? (157)

3. What do the authors think is the "most fascinating feature of the mind?" (158)

4. What is the price one pays by procrastinating? (159)

5. List some of the procrastinator's fears (159, 160)

6. Are you a procrastinator?

7. List five techniques to stop procrastinating (your own, or the authors'):

8. What is the secret to setting priorities? (164,. 165)

9. What techniques do you use to stay focused?

10. Summarize: priorities in action (use the back of this paper if necessary)

## DAY 18...RISK TAKING

1. Define the “Icarus Complex” (169, 170)

2. Define the “Ostrich Syndrome” (170, 171)

3. What do the authors mean by “total security is a risk too”? (172)

4. How can you become a better risk taker? (175)

## DAY 19...LEARNING

1. How can you use failure to accomplish success? (entire chapter)

2. How can you "invite rejection"? (183)

3. Underline this passage on page 184 in your book: "Don't concentrate on what has gone wrong; concentrate on what to do next." And, "No matter what happens, never regard yourself as a failure."

4. List four steps to follow when you've done something well. (185)

5. Summarize "Learning in Action" (186)

## DAY 20...ENTHUSIASM

1. What is the one vital emotion crucial to the joy of working? What is the Greek origin of the word? (191)

2. How can you turn on enthusiasm when you feel lifeless? (193,94)

## DAY 21...COMMUNICATION

1. What is the root of communication problems, business failures, and strained working relationships? (199)

2. What is the greatest communication skill?

3. What is the most important key to effective communication? (200)

## LISTENING EXERCISE

Take fifteen minutes to really listen to a family member, co-worker or friend. Try not to talk at all, but let the other person know you're paying attention by nodding, gesturing, smiling etc.

A. How did it feel to really listen?

B. How did the other person react?

C. What's the best way to get people interested in you? (202)

D. What three steps can you use to get your message across?

E. List, or underline in your book, the 12 tips to better communication (204, 06)

## DAY 22...COOPERATION

1. Define cooperation, in your words or the author's.______________________________

157

2. Give an example from your work that illustrates the power of cooperation.

3. Describe the "takers". Are they what they outwardly appear to be? Do you know a taker?

4. How can you get "enthusiastic cooperation from others? (218, 19)

5. Underline the key sentences in "cooperation in action". (219)

## DAY 23...NEGOTIATION

1. What is the basis of successful negotiation? (223)

2. What is the only way to get someone to do something you want? (225)

3. Describe the Triangle Principle (226)

4. What is the one idea you'll remember from the chapter on negotiation?

## DAY 24...PRIDE

1. Define humility.

2. Define pride.

## DAY 25...FAITH

1. What is a self-fulfilling prophecy?

## DAY 26...PURPOSE

Answer Questions 1 and 2 on page 256.

1. Ask yourself the question: What is my purpose to fulfill with my family, my company, my profession, my community, my nation, my world, and my Creator?

2. What are your lifetime goals? What do you stand for? What are you working toward? What do you want your children to tell their children about you?

## DAY 27...WEALTH

1. What are your spending habits? Can you account for your outflow of money? (265)

2. What are your saving habits? Do you put away at least ten percent of each paycheck into a savings or investment account?

3. What is your major financial goal for next year? Are you saving for a new car, a vacation, a business investment? How much are you putting away each month toward this goal?

4. What is your current professional level and annual income? What will it be in five years?

## DAY 28...POWER

1. What is the greatest power of all?

2. What power do you possess?

3. What does it mean "knowledge is power"?

4. What is one of the most important distinctions that separates successful workers from the rest of the population (275)

______________________________________________

______________________________________________

______________________________________________

5. Describe:

abuse of power______________________________________

______________________________________________

positive use of power__________________________________

______________________________________________

## DAY 29...WISDOM

1. Define wisdom (287)__________________________________

______________________________________________

2. For the next week, keep a gratitude journal. List 5 things you are grateful for that were unique to that day…even the bad things.

3. Do the questionnaire on page 285.

## DAY 30...SUCCESS

1. What is your definition of success?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## DAY 31...JOY

1. Define "joy"________________________________________

**GODSPEED!**

## II. ROLE OF CAREGIVER (INCLUDES ILLNESSES & DISEASES)

a) What Does It Mean To Be A Home Care Aide?
b) Job Decisions
c) Role of the Caregiver
d) Communication - To Do List
e) Case Study - Viewpoints "Elizabeth Cotten"
f) Case Study - Viewpoints "Helen Keller"
g) Case Study - Viewpoints "Ordinary People"
h) Case Study - Viewpoints "Farewell To Black Hawk"
i) Case Study - Viewpoints "Memories of Appalachia"
j) Case Study - Viewpoints "Postscript"
k) Case Study - Viewpoints "Above and Beyond"
l) Case Study - Viewpoints "Around Brick Walls"
m) Case Study - Viewpoints "Grandma Hattie"
n) Case Study - Viewpoints "In Search of Eels"
o) Case Study - Viewpoints "Lost in America"
p) The Aging Process
q) Caring For The Aging
r) Involvement With Patients
s) Geriatric Care
t) Abuse of the Elderly
u) Long-Term Care Orientation - Video
v) Ethics, Residents' Rights and Dignity - Video
w) The Dilemmas of Working in a Nursing Home
x) Using Resources

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y) Using Resources - Medical Information

z) Research Resources

aa) Cancer Research - Medical Terminology

bb) Illnesses/Diseases: Cancer

cc) Reading for Comprehension - Alzheimer's/Learning To Read With a Highlighter

dd) Alzheimers: Complaints of a Dutiful Daughter

ee) Caring For An Alzheimer's Patient

ff) Role of the Caregiver with Dementia Clients

gg) Vascular Dementia

hh) Carroll Hospice - Volunteer Caregiver Handbook

ii) Hepatitis B

jj) Hepatitis B - Carroll Hospice Information

kk) Ethnic Diversity

ll) Discussing Ethical Issues

mm) An Abusive Patient: Legal and Ethical Issues

nn) Heath Care Ethics

oo) Therapeutic Touch

## *TITLE:*

What Does It Mean To Be A Home Care Aide?

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To explore the job of home health aide from practitioners

## *OBJECTIVES:*

1. To answer specific questions about your job as a home health aide
2. To view a video about the job of home health aide from the Foundation for Hospice and Homecare
3. To take notes as you are viewing by answering specific questions about the job from the home health aides interviewed
4. To compare your pre-viewing answers with those answers given in the video
5. To outline points of agreement and points of disagreement
6. To develop a two paragraph essay around the points of agreement and disagreement

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# WHAT DOES IT MEAN TO BE A HOME CARE AIDE?

The video, "**I Am a Home Care Aide,**" from the Foundation for Hospice and Homecare explores the job from the perspective of practicing home care aides.

**Before Viewing:**

Answer the following questions. Be honest in assessing yourself in your job as a home care aide or companion.

1. How did you become a home care aide or companion?________________________

______________________________________________________________

______________________________________________________________

2. What does your job entail?____________________________________________

______________________________________________________________

______________________________________________________________

3. What does your job description say that you do?__________________________

______________________________________________________________

______________________________________________________________

4. What kind of training do you receive before working with clients with various illnesses/diseases?______________________________________________

______________________________________________________________

______________________________________________________________

5. What satisfactions does your job bring?_________________________________

______________________________________________________________

______________________________________________________________

6. What problems have you faced on the job?______________________________

______________________________________________________________

______________________________________________________________

7. What coping strategies have you used for these problems?__________________

______________________________________________________________

______________________________________________________________

8. What do you do when you face situations on the job that puzzle you or for which your coping strategies do not work?______________________________

______________________________________________________________

______________________________________________________________

9. What satisfaction do you get out of your job?__________________________

______________________________________________________________

______________________________________________________________

10. What advice do you have for someone considering your job?________________

______________________________________________________________

______________________________________________________________

**View the Film:**

As you view the film write out answers that the home care aides give for the following questions. Try to summarize their answers by jotting down key words and phrases. Do NOT worry about identifying the individual speakers.

1. How did those interviewed become health care aides?____________________

   ______________________________________________

   ______________________________________________

2. What do they do on their job?____________________

   ______________________________________________

   ______________________________________________

3. What kinds of problems do they say they face?____________________

   ______________________________________________

   ______________________________________________

4. Why do they do this job?____________________

   ______________________________________________

   ______________________________________________

5. What satisfactions or rewards do they get from their job?____________________

   ______________________________________________

   ______________________________________________

6. What advice do they give others about being a health care aide?____________________

   ______________________________________________

   ______________________________________________

**After Viewing:**

With a partner or in a group, discuss the answers to the film's questions. Compare your answers to the first set of questions with the answers given by the aides on the film. What are your points of agreement with them? What are your points of disagreement with them?

| **Points of Agreement** | **Points of Disagreement** |
|---|---|
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |
| ______________________ | ______________________ |

---

1. After making this outline of points of agreement and points of disagreement, develop these into a two-paragraph essay using this statement as your opening thesis:

   **Each person who becomes a home care aide or companion brings his or her perspective to the job.**

2. The first paragraph should develop your points of agreement with those home care aides interviewed in the film. Use this as your first sentence for that paragraph:

   **I agree with the home care aides interviewed in the film in a number of areas.**

3. The second paragraph should develop your points of disagreement with those home care aides interviewed in the film. Use this as your first sentence for that paragraph:

> **I disagree with the home care aides interviewed in the film, *however*, in a number of other areas.**

The word ***however*** in this sentence is known as a "transition" because it moves the reader from one point of view to another point of view. What does the word ***however*** imply or mean?

Write your paragraphs in your journal and give them to the instructor to analyze.

## *TITLE:*

Job Decisions

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To explore one person's decision to become a CNA

## *OBJECTIVES:*

1. To read an article in Geriatric Nursing
2. To explain the meaning of phrases
3. To write a short summary of the article
4. To reflect on your own personal career choice

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# JOB DECISIONS

"*The Health Care Rainbow*" by William Anthony (article in Geriatric Nursing, Vol. 15, No. 6, November/December 1994, pp. 317-318) is a personal account of one man's decision to become a CNA and how that decision has affected his life. As you read, look for the answers to these questions:

a. What prompted William Anthony to start CNA training?

b. What obstacles did he encounter?

c. Was he prepared for the tasks he would have to perform?

d. What rewards did he receive?

e. How is the job like a rainbow?

## AFTER READING

1. Explain the meaning of these phrases. Find the phrase in the article and read the sentence again to find context clues to the meaning.

| | |
|---|---|
| modestly successful business | Page 1, Column 1, Paragraph 1 |
| discriminatory practices | Page 1, Column 1, Paragraph 4 |
| subtle ageism | Page 1, Column 2, Paragraph 1 |
| priorities have changed | Page 1, Column 2, Paragraph 4 |
| string of profanity | Page 1, Column 2, Paragraph 6 |
| wrapped around his finger | Page 2, Column 1, Paragraph 1 |

2. Enter these words in your vocabulary file:

incontinent prerequisite

3. Write a very short summary of this article--about five sentences. Follow these guidelines for summary writing, which your instructor will explain:

a. Identify the topic
b. Identify the main idea
c. Delete minor details
d. Combine similar ideas
e. Paraphrase accurately
f. Reflect the author's emphasis
g. Recognize the author's purpose
h. Stay within the appropriate length (no more than 1/3 of text)
i. Do not include your own opinion

4. In your journal, answer these questions:

a. Why did you become a home health aide/companion?
b. What are your rewards?

# GUIDELINES FOR SUMMARY WRITING

1. Identify the topic
2. Identify the main idea
3. Delete minor details
4. Combine/chunk similar ideas
5. Paraphrase accurately
6. Reflect the author's emphasis
7. Recognize the author's purpose
8. Stay within appropriate length (1/3 of text)
9. Do not include your own opinion

RAINBOW.RDG

## *TITLE:*

Role of the Caregiver
(Rosalynn Carter's Helping Yourself Help Others)

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To identify the crisis in caregiving in the 1990's
and how caregiving changes people

## *OBJECTIVES:*

1. To read excerpts from Carter's book Helping Yourself Help Others
2. To define vocabulary from contextual clues
3. To answer questions based on the reading
4. To evaluate how you would change the caregiving system if you could

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# ROLE OF THE CAREGIVER

The text: an excerpt from Rosalynn Carter's Helping Yourself Help Others, "Caregiving in the Nineties," pp. 31-36.

Before you read:

Do you think there is a crisis in caregiving today?

If so, identify the crisis and think about what can be done about it--individually, in society, and the government's role.

Read pages 31-36, then answer, in writing:

1. In what ways was Rosalynn Carter's mother fortunate during the time she had to take care of her father?
2. What does Mrs. Carter see as the crisis in caregiving today?
3. What factors have contributed to today's caregiving crisis?
4. How has the crisis in caregiving been compounded by advances in medical science?
5. How does bureaucracy add to the crisis?
6. What must caregivers cope with today?

Vocabulary: Use your index cards to list and identify words from the chapter:

chaotic
entangling
bureaucracy
disconnectiveness
compartmentalization
dehumanization
inefficiency
cope
valid

In-class assignment:

A) Write a 100 word essay describing your role as a caregiver. How can you best help the families in need? How could your role be expanded or improved?

B) If you could change one aspect about the current caregiving system, what would it be?

# LESSON 6

Based on an excerpt from Rosalynn Carter's Helping Yourself Help Others, pp. 195-205

Before you read, think about and answer:

1. Why did you choose to become a caregiver?
2. How long have you been doing it?
3. Have you ever taken care of a family member?
4. In what ways has your life been changed by your experiences?
5. In what ways do you find your experiences satisfying?
6. Compare your experiences to those that Carter describes.

The people Mrs. Carter writes about in her book did not choose to become caregivers for their family members--the role was thrust upon them. Read about the ways their lives were changed in unexpected ways.

1. How did the caregiving experience change their lives?
2. In what ways did Margie and Eddie change as a result of their experience?
3. What are some of the rewards of caregiving?
4. In what ways do caregivers go beyond their families as a result of the caregiving experience?
5. What unexpected gift did Rosemarie Mitchell's son give her?
6. What personal quality sustains Rosemary?
7. What physical activity does she compare caregiving to?

Vocabulary (use your index cards):

fulfillment
compassionate
enhanced
advocate

## *TITLE:*

Communication - To Do List

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To evaluate the prioritization of tasks done for clients

## *OBJECTIVES:*

1. To list tasks for specific clients
2. To prioritize tasks
3. To explain the prioritization
4. To evaluate the importance of various tasks

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# ***COMMUNICATION***

**TO DO LIST:**

When you are sent to a client's home, the nurse supervisor gives you a **To Do List**. You, however, must decide in what order you will do those items. On a separate sheet of paper list 5 to 10 tasks that you need to do for a specific client. Review your list carefully. Next, rank each task in the order you plan to do it. Complete the form below (except for the completed column) and answer the questions about how you prioritize. (Look up the word prioritize if you do not know its meaning.)

**TO DO LIST**

**Client**________________________ **Date**______________

| RANK | TASK | TIME REQUIRED TO COMPLETE TASK | COMPLETED (CHECK) |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |
| 8. | | | |
| 9. | | | |
| 10. | | | |

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**PAGE #2**
**TO DO LIST CON'T**

**For Discussion and Writing in your Journal**

1. Why did you choose the task you listed as number 1?

2. What factors govern how you prioritize your tasks? For example, does the ranking differ for different kinds of clients?

3. When you are on the job, do you ever put off doing certain tasks because they are boring or unenjoyable? If so, what are the effects when you do that?

4. What is the most important part of your job with clients--communicating with them, doing the tasks assigned by the nurse, or filling out the paperwork on them? Give reasons to explain your answer.

## *TITLE:*

Case Study - Viewpoints, Vol. 1
"Elizabeth Cotton"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem-solve a fictitious caregiving case study

## *OBJECTIVES:*

1. To read a selection and answer questions
2. To role play a caregiving scenario based upon the reading
3. To solve problems in the caregiving scenario
4. To research the illness of the fictitious client-stroke

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## CASE STUDY

**Viewpoints - Pages 3-6**

"*Elizabeth Cotten*"

1. Before you read:

    a) Do you know the song **"Freight Train"**, made popular in the 1960's by Peter, Paul and Mary?
    b) What do you think a healthy 90 year old woman can accomplish mentally and physically?
    c) What would you like to be doing when you're in your nineties?

2. Read the story.

3. Reread the story and then find and write answers to the following questions:

    a) When was Elizabeth Cotten born?
    b) Why did the Cotten's need to hide their meat?
    c) What was Elizabeth Cotten's starting wage when she was a girl?
    d) What was her first purchase?
    e) Where did the expression **"Cotten Pickin'"** come from?

4. A Home Health Care Scenario:

    Bessie Smith, a granddaughter of Elizabeth Cotten, has had a severe stroke. She cannot speak, is bedridden, and is paralyzed on her left side. Her personality was sweet and cooperative before the stroke, but the damage to her brain has made her belligerent, uncooperative, and prone to outbursts.

    When you provide respite care for her you need to make and feed her lunch, do range of motion exercises, and move her from bed to chair using a lift.

    In writing, solve the following problems and answer the questions. Plan your daily routine with Bessie using a day planning calendar, or make your own from graph paper.

    a) Which hours of the day will you be in charge of Bessie?
    b) Will she be awake or asleep?
    c) When should she do her exercises?
    d) When will you prepare the meal and feed her?

    Make sure to allow enough time to take care of all these tasks, plus write a report to her family and your supervisor.

    a) What might be the best way to wake Bessie up, or give her a meal or snack?

Drinking liquids for Bessie is a problem, since the left side of her face has been paralyzed.

a) What will be the most effective way to feed her and make sure she gets liquids?

5. Note that there is no cure for stroke, only rehabilitative therapies and prevention.

Read pages 285-287 from the *American Medical Association Family Medical Guide*. List 5 life style changes you can make to prevent strokes:

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Using food substitutions, turn this fat-laden, artery clogging meal into a healthy one: Instead of a hamburger, french fries, milkshake, and Famous Amos cookie, choose....

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## *TITLE:*

Case Study - Viewpoints, Vol. 1
"Helen Keller"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem-solve a fictitious caregiving case study

## *OBJECTIVES:*

1. To read a selection and answer questions
2. To role play a caregiving scenario based upon the reading
3. To solve problems in the caregiving scenario for a blind and hearing impaired client

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# READING ASSIGNMENT

Viewpoints, pages 7-12

*"Helen Keller"*

1. Before you read, think about:

    a) Who was Helen Keller?

    b) Imagine going through the routines of your day without being able to see anything, i.e. taking the bus, getting dressed; making a meal.

    Write the steps and preparations you need to accomplish each task.

2. Read the story.

3. Reread the story and answer, in writing:

    a) Who was Anne Sullivan?
    b) Why do you think Helen was angry and uncooperative with Miss Sullivan after the carriage ride?
    c) What was the first activity Miss Sullivan taught Helen?
    d) What other skills did she learn?
    e) When did Helen begin to calm down?
    f) Describe the breakthrough moment when Helen discovered that the "finger tricks" were words and language.

4. A Health Care Scenario

    Your patient, Mr. John Williams, is 78 years old. He is blind and hearing impaired. He has badly burned his hands and forearms in a cooking/kitchen accident. When you provide care for him you need to make and feed him lunch, bathe him, and make sure he is getting walking exercise. In writing, solve the following problems and answer the questions. Plan your routine with John.

    a) What part of the day will you be with him?
    b) How will you approach a blind, hearing-impaired person?
    c) When will you give John his bath?
    d) What particular problems does the bath present?
    e) When will you prepare the meal and feed him?
    f) When and where should you have him walk?
    g) What particular cautions should you be aware of for his exercise?
    h) What safety precautions or changes would you help John make to ensure that another bad burn does not occur?

## *TITLE:*

Case Study - Viewpoints, Vol. 1
"Ordinary People"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem solve a fictitious caregiving case study

## *OBJECTIVES:*

1. To read a selection and answer questions
2. To role play a caregiving scenario based upon the reading
3. To solve problems in the caregiving scenario for a frail homeless person who needs oxygen

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## READING ASSIGNMENT

**Viewpoints - Page 67**

*"Ordinary People"*

1. Pre-reading - Notice the title "Ordinary People." Try to picture in your mind a family that you consider "ordinary" It might be your own family; it might be your neighbors. As you read, consider how Peter and Rachel are ordinary.

   a) Are they like or unlike the family you have in mind?
   b) Have you ever heard of Coney Island? If not, see if you can find out a little bit about the place before you start reading.

2. After reading - The credits on page 121-122 tell us that Jonathon Kozol's book **Rachel and Her Children: Homeless Families in America** was published in 1988. We can assume that the events described in "Ordinary People" took place a few years before that.

   Think for a few minutes about the homeless (or discuss with someone else).

   a) Do the ideas you have in mind about the causes of homelessness and people who are on the streets match the facts of the story?
   b) Then, pretend you know Rachel personally. Write a short letter to another friend, telling what has happened to Rachel and her family.

3. Problem solving: Brainstorm about ways this family could have been helped right after the fire.

   a) How effective was the New York City plan?
   b) What better solutions can you think of?

   About ten years have passed since the story was written.

   a) Where do you think Rachel, Peter, and their children are today? Jot down your ideas and compare your continuation of the story with that of a classmate who has also read "Ordinary People."

**CASE STUDY**

Patient address:
Write directions from your home (or the agency) to patient.

Rachel lives alone in a small two-room second floor apartment. The kitchen area takes up one third of the main living area, a 10 x 18 room with two windows. At the opposite end of the room a louvered door leads to the bedroom and bathroom. At first glance, Rachel, painfully thin and slightly stooped, appears to be much older than her chart indicates: 43. She has just returned from her third hospitalization in four months. She requires oxygen at night and on days that are particularly humid.

Her physician has asked Capable Caregivers to see that she gets a nourishing meal each day and is encouraged to prepare other meals for herself. In a kitchen drawer you find a large envelope filled with recipes torn from the newspaper and a few that are handwritten.

a) What does this suggest to you?
b) What will you do to get Rachel interested in preparing and eating nutritious meals?

Make up a food budget, plan several days' meals, and prepare a basic shopping list. SEE resource packet FOODS AND NUTRITION for suggestions and guidelines. When you have completed the plan, ask someone to review it with you.

Complete the packet, OXYGEN IN USE.

## *TITLE:*

Case Study - Viewpoints, Vol. 1
"Farewell to Black Hawk"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem solve a fictitious caregiving case study

## *OBJECTIVES:*

1. To read a selection and answer questions
2. To role play a caregiving scenario based upon the reading
3. To solve problems in the caregiving scenario involving a diabetic with the complications of retinopathy and glaucoma

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# READING ASSIGNMENT

**Viewpoints - Page 88**

*"Farewell to Black Hawk"*

1. Before reading, read the introduction. Look at a map of the United States to see the territories in question and the location of the reservation to which the Sauk Indians were sent.
    a) What do you know about Chief Black Hawk?
    b) What do you think this article might tell about Black Hawk?

2. After reading:
    a) What did you learn from reading the article?
    b) Which questions still have not been answered?

## CASE STUDY

Patient address:
Write out directions from your home (or agency) to patient.

Andrew Hills, a great, great, great, great, grandson of Chief Black Hawk, has diabetes, a disease not uncommon among American Indians. Diagnosed at 28, Mr. Hills has had diabetes 39 years. In spite of fairly good control (especially since the coming of home glucose monitors), Mr. Hills had developed complications: retinopathy and glaucoma. He recently tripped over a hassock and broke his hip. After a recovery period in a convalescent home, Mr. Hills has returned to his daughter's home where he has a bed/sitting room and private bath.

**Do: Reading in the Workplace, Unit 2, #12**

Refer to the Diabetes Information Packet to answer these questions:

a) What special skin care should you provide for Mr.Hills. Are there any potential problems you should be on the lookout for?
b) What are signs of an insulin reaction?
c) How should you treat this reaction?
d) What can you do to help prevent falls? (Mr. Hills now uses a walker.)

Mr. Hills wants to surprise his daughter and son-in-law with a gift certificate for dinner at a nice restaurant. Look in the yellow pages of the phone directory and select one or two that seem to be appropriate.

a) How can you help him arrange for the gift certificate?
b) What questions can you ask on the phone that might help him decide if this is the "right" restaurant?

## *TITLE:*

Case Study - Viewpoints, Vol. 1
"Memories of Appalachia"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem solve a fictitious caregiving case study

## *OBJECTIVES:*

1. To read a selection and answer questions
2. To role play a caregiving scenario based upon the reading
3. To solve problems in the caregiving scenario
4. To research stroke and cerebral vascular accident on the fictitious client

## CASE STUDY

**READING:** *"MEMORIES OF APPALACHIA"*
Everette Tharpe - Page 91

1. Before reading - If possible, look at a map of the United States to identify "Appalachia."
    a) Have you ever seen a movie or TV program that depicts life in Appalachia in the early 1900's? (TV: Christy, old movie, Seven Brides for Seven Brothers)
    b) Have you ever visited the area? What were your impressions?
    c) Did any movie or show you saw involve feuds between families?
    d) Have you ever heard of the Hatfields and the McCoys?
2. After reading - Answer these questions.
    a) Which paragraph best describes the mountain region? Can you visualize it?
    b) If you were asked to illustrate Ms. Tharpe's memoir, what would you put in your picture?
    c) What reference is made to stories from the Bible? What does this suggest about Ms. Tharpe?
3. Describe the "mountain man"- his characteristics, beliefs, philosophy.
    a) What would you say is the theme of this article?

## CASE STUDY

Materials needed: map of U. S., pamphlets or articles about stroke, yellow pages of current local phone book, TV listings from newspaper or TV Guide

Everette Tharpe is one of Capable Caregivers' oldest patients. She's a spry and feisty 96 year old great, great, grandmother who fiercely holds on to her independence. Until her recent CVA (cerebral vascular accident) she was able to maintain her own apartment in the senior complex with the help of her 74 year-old daughter, who also lives in the complex. Clarissa, her daughter, drives, so the two have been able to shop for necessities, go to church, and visit Clarissa's husband who is in a nearby convalescent home.

Now the CVA has left Mrs. Tharpe with some left side weakness. Her strength amazed her physician and the hospital staff, and she has been responding well to PT. She uses her right arm and left to push and pull herself around. Clarissa, fearful of a fall, wants her mother to move in with her. The older woman is resisting.

1. Review Mrs. Tharpe's care plan.

2. Read some of the material in the STROKE Information Packet as well as the material on stroke in *The American Medical Association Family Medical Guide* in order to respond to questions Mrs. Tharpe asks.

3. Work out a plan for arranging her apartment so that things she needs will be accessible and obstacles are out of her way. Find out if there are any emergency calling devices Mrs. Tharpe could use to summon help, if needed.

4. Use the yellow pages to see if there is a van service available to take Mrs. Tharpe for her doctor visits.

5. Mrs. Tharpe has TV, but seldom watches it. She detests the soaps; says they are "rubbish." Scan the TV listing to see if there are any specials or educational programs that she might enjoy during her convalescence. (Nature, travel, history shows or anything you think suitable.)

6. Write your observations following a visit to Mrs. Tharpe.

## *TITLE:*

Case Study - Viewpoints, Vol. 1
"Postscript"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem solve a fictitious caregiving case study

## *OBJECTIVES:*

1. To read a selection and answer questions
2. To role play a caregiving scenario based upon the reading
3. To solve problems in the caregiving scenario
4. To research Alzheimer's disease on the fictitious client

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# CASE STUDY

**Viewpoints - Page 103**

"*Postscript*"
Jon Madian

1. Before Reading - Read the first paragraph.
    a) On a piece of paper, write what you would like to be remembered for.
    b) What do you know about the Watts section of Los Angeles?
2. After Reading - If you have not already looked at the picture on page 98, do that now.
    a) What is your impression of the towers?
    b) Discuss other examples of "beautiful junk" or nice things made from inexpensive or cast-off material; e.g., rag dolls, rag rugs, Christmas ornaments made from straws or toothpicks, etc.)
    c) In the next-to-last paragraph, what does "space-age calculations" mean?
    d) Can you think of any other extra special things some people can do without "book knowledge"? What careers definitely require knowledge gained from books?

## CASE STUDY

In 1957, Harrison Evans was a 35-year old missile test engineer when he determined that Simon Rodia's towers had been safely constructed. Today, comfortably retired, he suffers from Alzheimer's disease. His wife, Elizabeth, has asked Capable Caregivers to provide respite care twice a week. On one of the days, a friend picks her up and takes her to lunch; the other day is reserved for shopping and errands.

The scheduling coordinator has asked you to take this assignment. During the lunchtime visit, you would serve Harry the lunch Elizabeth has prepared. At this and the other visit, you would simply keep him company. He has some language problems and disorientation. For example, he might open the medicine cabinet to look for a glass of cold water or ask what time the children (now living in another state) will be home from school.

1. The Evanses live at ______________________________. Using the county book map, write out directions to the home from the agency office.
2. Read the care plan.
3. Work on the ALZHEIMER's Packet as well as the pertinent pages in *The American Medical Association Family Medical Guide*. Pay particular attention to the section about communicating with patients.

4. What are some causes of stress for Alzheimer caregivers?

5. What are some activities you might involve Harry in while you are with him?

6. Did you read any article or pamphlet that might be helpful to Mrs. Evans? Why do you think it would be valuable?

7. Write an account of your day with Harry. This could be in the form of a letter to your supervisor?

## TITLE:

Case Study - Viewpoints, Vol. 2
"Above and Beyond"

## ISSUE:

Role Of The Caregiver

## GOAL:

To apply a reading enhancement activity to a case study of a client

## OBJECTIVES:

1. To read and answer questions about the selection
2. To analyze the meaning of the title
3. To analyze the care plan of a fictitious client
4. To use sources to research an illness/disease
5. To list symptoms and treatment of the illness/disease
6. To use the yellow pages of the telephone book
7. To write out specific information for ordering an item

# READING ENHANCEMENT/CASE STUDY

Viewpoints, Vol.2, pages 52-55

*"Above and Beyond"*

1. Before you read: Complete one of the following

    a. Write in your journal every detail you can remember about the first time death ever touched your life. Perhaps it was the loss of a pet or the loss of a grandparent. Be sure to include your feelings at the time and how you responded to your feelings.

    b. Write in your journal about your worst fear of death. Describe the way of dying that you most fear.

2. Read the selection by Bob Greene.

3. Answer the following based upon the reading:

    a. Look up the word lymphoma in a medical dictionary to find a fuller definition than that given in the selection, particularly an explanation of the lymphatic system.________________________________________

    ________________________________________________________

    ________________________________________________________

    b. Why do you think Donald Kopp took the time to write to Sarah Meyers?

    ________________________________________________________

    ________________________________________________________

    ________________________________________________________

    c. How do you think she felt when she received his letter? (Concentrate on what he said to her)____________________________________________

    ________________________________________________________

    ________________________________________________________

d. What are the human interest elements of this selection?

e. What is the meaning of the title, "*Above and Beyond*"?

## CASE STUDY

You have a client who suffers from lung cancer. He is only 62 years old and his wife still works outside their home. He is on oxygen and needs round-the-clock care.

a. What does the care plan for this client look like? What things will you do for him?

b. Read the American Medical Association Family Medical Guide, pages 392-393, on lung cancer and the appropriate section on lung cancer in the Johns Hopkins White Paper on Cancer Prevention. List the symptoms and the treatment gleaned from both sources.

c. Your client wants you to make some phone calls for him today. He knows that his wife has been working very hard for weeks and needs some cheering up. He wants to surprise her by having flowers delivered to the office where she works, but he is too weak to phone around for the best price and value on a large bouquet of roses.

- Since your client's wife works in the Westminster area, confine your calls to florists serving the Westminster area. Use the yellow pages to compile a list of names and phone numbers.______________________________

  ______________________________________________

  ______________________________________________

  ______________________________________________

- Write out the questions you want to ask each florist when you call. Remember that the price of the flowers may be only one part of the charge.____________

  ______________________________________________

  ______________________________________________

  ______________________________________________

  ______________________________________________

  ______________________________________________

- After you have the information from each florist and have discussed the details with your client, write out the information you will need to give the florist when you call back with the order. In addition to the specifics of the order, where to deliver the bouquet, and where to send the bill, be sure to include the greeting on the card from your client.______________________________

  ______________________________________________

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  ______________________________________________

## *TITLE:*

Case Study - Viewpoints, Vol. 2
"Around Brick Walls"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To apply a reading enhancement activity to a case study of a client

## *OBJECTIVES:*

1. To read and answer questions about the selection
2. To analyze the meaning of the title
3. To use sources to research HIV/AIDS
4. To list precautions needed in treating an AIDS patient
5. To view a video on "Caring for Persons with Aids"
6. To explain your own prejudices in caregiving

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# READING ENHANCEMENT/CASE STUDY

Viewpoints, Vol.2, pages 30-33

*"Around Brick Walls"*

1. Before you read:

   a. Perhaps you have experienced prejudice or perhaps someone you know has been discriminated against because of race, religion, or sex. Describe such a situation, explain how it made you or the other person feel, and how you or the other person overcame the prejudice.____________________

   b. What is a fair-weather friend? Describe a situation where you experienced a fair-weather friendship. What became of your "fair-weather friend"?

2. Read the selection.

3. Answer the following questions about the selection:

   a. What is the meaning of the title, "*Around Brick Walls*"?____________________

   b. How did Sarah Delany trick the local board of education into hiring her?

c. How does Delany feel about her African-American roots?________________

________________________________________________________________

________________________________________________________________

d. How does she feel about the prejudice that has been directed at her?

________________________________________________________________

________________________________________________________________

e. Explain her philosophy of life: "Life is short, and it's up to you to make it sweet"?________________________________________________

________________________________________________________________

________________________________________________________________

## CASE STUDY

Prejudice is often the result of ignorance. As health care providers you cannot and must not demonstrate discrimination against any client because of race, religion, or sex. Subtler kinds of prejudice can, however, creep into your role. Perhaps you really do not want to care for a client who has HIV/AIDS; you have been successful at avoiding such care so far, but you know that your turn is coming. You need to prepare yourself by learning as much as you can about the disease to be able to treat the person with care.

a. What are some of the fears you have concerning HIV/AIDS?______________

________________________________________________________________

________________________________________________________________

________________________________________________________________

b. Use the resource file and read the pamphlets on HIV/AIDS. What do these pamphlets stress?__________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

c. Read the appropriate section of the American Medical Association Family Medical Guide (pages 465-466) to learn **how** the disease is contracted and **what** the precautions are that the care provider must use.

d. What training has your employer given you on HIV/AIDS? Specifically, what have you been told to do in case of an emergency situation in which you could have been infected with the virus?

e. View the video on "*Caring for Persons with AIDS: Guide for Home Care Aides*" in the learning packet **Coping with Death and Dying**. Answer the questions used with that video.

f. Are there clients with other types of diseases that you really do NOT like to care for? Explain your rationale for not wanting to care for these clients. What would help you overcome this subtle kind of prejudice?

## TITLE:

Case Study - Viewpoints, Vol. 2
"Grandma Hattie"

## ISSUE:

Role Of The Caregiver

## GOAL:

To apply a reading enhancement activity to a case study of a client

## OBJECTIVES:

1. To read and answer questions about the selection
2. To analyze the care plan of a fictitious client
3. To research Parkinson's Disease
4. To problem solve practical coping skills for this disease
5. To write a friendly letter on behalf o the Parkinson's client

## READING ENHANCEMENT/CASE STUDY

Viewpoints, Vol.2, pages 61-64

*"Grandma Hattie"*

1. Before you read:

   a. Homelessness is an issue in our society. What have been your experiences with the homeless? (Perhaps some have only come upon panhandlers, while others could actually know someone who has been homeless.)____________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   b. What is your idea of charity? Give an example to illustrate your definition.

   ____________________________________________

   ____________________________________________

   ____________________________________________

2. Read the selection about "*Grandma Hattie*."

3. Answer the following questions about the selection:

   a. What is the order of events in this selection?____________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   b. What was Grandma Hattie's definition of charity?____________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

c. What is the meaning of the last paragraph?

d. What role would Grandma Hattie be playing in our society today?

## CASE STUDY

Your client, who is a distant relative of Grandma Hattie's, has Parkinson's Disease. Lately the disease has progressed so that the client falls quite often.

a. What does the care plan look like? What are you called upon to do for this client?

b. Read pages 312-313 in the American Medical Association Family Medical Guide. Also read through the Parkinson's Disease resource packets.

- What are the symptoms of the disease?

- What are the salient treatments for the disease?

- What practical suggestions can you make to your client about changes in the house to make coping with the disease a bit easier?______________

c. You read Tom Bodett's article about Grandma Hattie to your client. Now he wants you to write to his distant relative. In the letter, be sure to explain who you are and how the piece affected you and your client. Also, explain your client's health as tactfully as possible to Grandma Hattie. Use the friendly letter format. You could sign the letter from yourself as well as from your client.

## *TITLE:*

Case Study - Viewpoints, Vol. 2
"In Search of Eels"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To apply a reading enhancement activity to a case study of a client

## *OBJECTIVES:*

1. To read and answer questions about the selection
2. To analyze the ordering of events and the kinds of details used
3. To practice a writing skill from the model
4. To analyze the care plan of a fictitious client
5. To use sources to research an illness/disease
6. To list symptoms of the illness/disease
7. To identify the salient things to look for in a nursing home based upon the reading of a Consumer Reports article

# READING ENHANCEMENT\CASE STUDY

Viewpoints, Vol.2, pages 17-25

*"In Search of Eels"*

1. Before you read:

   a. Why does the editor of Viewpoints claim that it "can be painful to have a parent living in a nursing home"?

   b. If you work or have worked in a nursing home setting, what in your experience gives credence to this remark?

   c. What about a nursing home can be very positive for the client and the family?

2. Read Elisavietta Ritchie's selection about her father.

3. Answer the following based upon the reading of the selection:

   a. What is the order of events in this selection?

   b. Why is it important to have the flashback to the past?

c. Identify two or three new vocabulary words that you learned from this selection.

d. What made Elisavietta Ritchie take her father on an outing? What memories did the smoked eel trigger in her mind? and in his mind?__________________

e. Elisavietta Ritchie uses lots of specific details in her writing. Find examples of description that appeals to each of the five senses:

seeing__________________________________
hearing_________________________________
smelling________________________________
tasting_________________________________
touching________________________________

f. How does Elisavietta Ritchie act like a parent toward her parent?__________

g. The taste of smoked eels brings back happy memories for Elisavietta Ritchie and her father. Describe a food, aroma, piece of music, or other sensory experience that triggers a happy memory in your mind. Begin by describing the sensory experience in the present; then flash back to the past, and describe the memory the experience triggers.

## CASE STUDY

You have a client who suffers from arthritis and osteoporosis. She is a woman of 75 whose condition has worsened over the last six months, so much so that she can not perform many of the activities of daily living for herself. Her daughter has indicated that her mother may soon be in need of nursing home care.

a. What does the care plan for this woman look like? What things are you called upon to do for her?________________________________________

b. Are there items of self-help that could make this woman at least a bit more independent? Go through the curriculum on "**Helping Clients Be More Independent**" under Procedures on the Job for this particular woman.

c. Read the American Medical Association Family Medical Guide (pages 587-591 and pages 581-582) and the Johns Hopkins White Paper on Arthritis and list the salient symptoms of each of these diseases.

d. If indeed this client ultimately winds up in a nursing home, you can give the family some pointers in what to look for in a nursing home. Read the August 1995 article in Consumer Reports called **"Nursing Homes: When a Loved One Needs Care."** Part I is called **"In Search of the Right Home."** According to the article, what are the salient things to look for when considering a nursing home? What does an ombudsman do and who is Maryland's ombudsman?

## *TITLE:*

Case Study - Viewpoints, Vol. 2
"Lost In America"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To apply a reading enhancement activity to a case study of a client

## *OBJECTIVES:*

1. To read and answer questions about the selection
2. To analyze the meaning of the title
3. To analyze the care plan of a fictitious client
4. To use sources to research an illness/disease
5. To list symptoms and treatment of the illness/disease
6. To use the yellow pages of the telephone book
7. To write out specific information for ordering an item

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# READING ENHANCEMENT/CASE STUDY

Viewpoints, Vol.2, pages 2-5

*"Lost in America"*

1. **Before you read:**

   a. Read one of Dave Barry's usually funny columns about current events.

   b. What are some of the elements of his humor?______________________________

   ______________________________________________________________

   c. How do you know when he is being serious?______________________________

   ______________________________________________________________

2. **Read this Viewpoints' selection.**

3. **Answer the following questions about the selection:**

   a. Where does the selection begin and when does Barry return to that area? In terms of a time frame, what is the order of the selection?______________________________

   ______________________________________________________________

   ______________________________________________________________

   b. Although the selection covers a serious subject, indicate places in the selection where you see glimpses of humor.______________________________

   ______________________________________________________________

   ______________________________________________________________

   c. What are the problems troubling Dave Barry's mother? Why was she not able to cope with these problems?______________________________

   ______________________________________________________________

   ______________________________________________________________

   d. There is role reversal in this selection. How does the child act like a parent toward his parent?______________________________

   ______________________________________________________________

   ______________________________________________________________

## CASE STUDY

You have a client who suffers from depression and an inability to cope with the choices of everyday living.

a. What special skills do you have to bring to your job of caring for this person?

____________________________________________________________

____________________________________________________________

b. Read the appropriate sections of the American Medical Association Family Medical Guide (pages 321-322) on depression and suicide. Look also at the Johns Hopkins White Paper on Depression and Anxiety.

- List the most common symptoms______________________________

  ____________________________________________________________

- Why are older people so susceptible to suicide?_________________

  ____________________________________________________________

- What should be done about depression?__________________________

  ____________________________________________________________

c. What signs or signals should you be on the lookout for in caring for this person with depression? Who should you alert to these signs?____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

d. What are the special instructions that your employer gives you about caring for someone who suffers from depression or someone who is suicidal?__________

____________________________________________________________

____________________________________________________________

e. What are some activities that you could do with this person to help in alleviating the depression?____________________________________________

____________________________________________________________

____________________________________________________________

## TITLE:

The Aging Process

## ISSUE:

Role Of The Caregiver

## GOAL:

To explore the myths and facts of the aging process from The Mayo Clinic Family Health Book (1990)

## OBJECTIVES:

1. To take a pre-test about your knowledge of the aging process
2. To define vocabulary from contextual clues
3. To answer questions based upon the reading
4. To make inferences based upon the reading
5. To apply your experiences to make recommendations
6. To take an open-book post test on the reading

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# THE AGING PROCESS

## *ROLE OF THE CAREGIVER*

You will be reading a selection from The Mayo Clinic Family Health Book (1990) entitled "***The Aging Process***." Before you read you will take a pre-test to see what you know about the aging process already as a result of your work at Carroll Lutheran Village.

**I. Pre-Test--Write T for True or F for False**

___ 1. People do not vary a great deal in how their bodies age.

___ 2. Women live longer than men because they take care of their bodies better than men.

___ 3. The increase in the proportion of the elderly will continue to increase into the foreseeable future.

___ 4. More than one million Americans who are 65 or older now live in nursing homes.

___ 5. "Cognitive" disorders have to do with problems thinking, perceiving, and remembering.

___ 6. Among those age 65 and over, falls are the leading cause of death from accident or injury.

___ 7. Federal, state, and local governments pay for more than half of the nursing home care provided in the U.S.

___ 8. Incontinence is an inevitable part of getting older.

___ 9. Abuse of the elderly is on the rise in this country.

___ 10. One of the most important things to rate when considering a nursing home is the food.

II. **Although this selection is fairly lengthy, it is fairly easy to read except for some medical terminology and a few other vocabulary words that can be troublesome. The medical words are usually defined later in the book, but the other words need to be defined in their context. Before you read, look up any words that you are totally unfamiliar with; for the others, try to define them as you read from the context in which they are used.**

- regardless ______________________________
- elastic tissue ______________________________
- simultaneously ______________________________
- cognitive ______________________________
- vulnerable ______________________________
- less adept ______________________________
- diminished ______________________________
- jeopardize ______________________________
- defecating ______________________________
- evacuating ______________________________
- inevitable ______________________________
- metabolizes ______________________________
- excretes ______________________________
- anticoagulant medications ______________________________
- rehabilitation programs ______________________________
- nominal ______________________________

**III. Read to answer the following questions, perhaps in a discussion format as a small or large group.**

1. The **Statistics about Aging** section includes some astounding figures. What are some of the more impressive figures from that section?

   What are the implications of those figures to health care?

   to retirement communities like Carroll Lutheran Village?

2. What are the alternatives to nursing homes when the aging lose their independence? (Be sure to gather this information from throughout the article.) Which of these alternatives exist in the Carroll County community?

3. When a nursing home is the appropriate placement, what are things that should be considered?

   Why do you suppose the writers indicate that "admission to a nursing home is getting more difficult"?

4. The authors delineate a number of special health problems of the elderly. Choose three of the important ones and indicate any signs and symptoms of the problem, any treatment for the problem, and whether the problem is inevitable for the aging.

**Problem One--**

Signs and Symptoms ____________________

____________________

Treatment ____________________

____________________

Inevitability? ____________________

**Problem Two--**

Signs and Symptoms ____________________

____________________

Treatment ____________________

____________________

Inevitability? ____________________

**Problem Three--**

Signs and Symptoms ____________________

____________________

Treatment ____________________

____________________

Inevitability? ____________________

5. In the box on **Abuse of the Elderly**, the statistic that 10 percent of people age 65 and over suffer some kind of chronic abuse is astounding. What does the term chronic mean?

______________________________________________

Who is most likely to be abused?______________________________

______________________________________________

Who are the abusers?__________________________________

What can and should be done about such abuse?____________________

______________________________________________

______________________________________________

6. Summarize the main points of the box on **Special Nutritional Concerns**.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Why do the authors indicate that "requirements for protein increase" with older persons? (Perhaps you can infer the reasons from some of the sections on health problems.)

______________________________________________

______________________________________________

______________________________________________

What should menus therefore include if protein should be increased?

______________________________________________

______________________________________________

7. Summarize the recommendations from the box **How to Avoid Falls**.

____________________________________________________________

____________________________________________________________

____________________________________________________________

In your experience with residents at Carroll Lutheran Village, what are some recommendations that you could make to help them avoid falls.

____________________________________________________________

____________________________________________________________

____________________________________________________________

**IV. A post-test is in order for such a reading assignment. You may, however, use the article and any notes you have written above. Hooray! And Good Luck!**

1. If in 1990 there were 24 million people age 65 or older, or 1 person in 10, what percent of the population does that represent?

   a. 20 percent
   b. 10 percent
   c. 100 percent
   d. 5 percent

2. If only 5 percent of those 65 or older live in nursing homes, what percent of those age 85 or over live in nursing homes?

   a. 50 percent
   b. 75 percent
   c. 20 percent
   d. 5 percent

3. The term "cognitive disorder" refers to the normal condition of getting older.

   a. True
   b. False

4. In the aging person's body, problems with skin, eyes, and even incontinence can stem from the lack of

   a. elasticity of tissues and muscles
   b. muscle tone
   c. proper vitamins and minerals getting to these areas
   d. normal reflexes

5. Aspirin and anticoagulant medications should probably not be taken together because

   a. both are depressants
   b. both thin the blood
   c. both cause the heart to race
   d. they really work against each other

6. In the sentence, "aging alters the ways your body absorbs, metabolizes, and excretes medications," the word excretes means

   a. soaks up
   b. uses
   c. assimilates
   d. eliminates

7. The aging process begins

   a. at age 65
   b. any time depending on one's genetics
   c. at birth
   d. when one begins to feel old

8. The single most important reason for entering a nursing home probably is

   a. the need for intensive care
   b. the need for help with bathing
   c. the need for treatment of a chronic illness
   d. the need for help with eating

9. According to the Public Health Service, how many falls could be prevented by changing the home environment?

   a. 20 percent
   b. 75 percent
   c. 100 percent
   d. 50 percent

10. Probably the single most important feature of depression in the elderly stems from

a. the fear of outliving their money
b. an obsession with mortality
c. the fear of contracting a debilitating illness
d. the loss of cognitive ability

## *TITLE:*

Caring For The Aging

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To evaluate the interpersonal issues in the
care of the aging using two Eymann publications

## *OBJECTIVES:*

1. To explain your reactions to common situations arising from the care of the aging .

# CARING FOR THE AGING

## *ROLE OF THE CAREGIVER*

Two publications that present excellent situations to analyze and discuss are What Do You Do? "*How to react to 26 different common situations in the care of the aging*" and A Nurse's Guide to Better Care for Our Aging "*50 short lessons that everyone who cares for the aging should know.*" Both are published by Eymann Publications, Inc., Box 3577, Reno, NV 89505.

### I. What Do You Do?

Choose as many of the situations from this publication as seem appropriate. Although most of them refer to residents in a nursing home, they may be applicable to in-home care as well. Use them for class discussion.

### II. A Nurse's Guide to Better Care For Our Aging

Working through this booklet is a good way to be exposed to a number of the problem areas faced by health care providers, especially when dealing with aging patients. It is also an important tool for introducing some of the best books on the subject of caring for patients and understanding ourselves. The discussion questions are particularly helpful.

A good place to start the discussion is on page 17 with Number 32, "What's your answer?" and on pages 23-24 with Number 41, "Which one are you?"

## *TITLE:*

Involvement With Patients

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To evaluate the "appropriate" involvement/detachment between caregiver and patient

## *OBJECTIVES:*

1. To read an article from the American Journal of Nursing
2. To answer questions based on the reading
3. To explain what your supervisor tells you about the "appropriate" emotional distance
4. To describe a personal caregiving situation where "appropriate" emotional distance was not maintained
5. To explain what you learned

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# INVOLVEMENT WITH PATIENTS

## *Role of the Caregiver*

Read the very short ***"Don't Become Involved"*** article in February 1997 American Journal of Nursing (page 47) to see where you stand as a caregiver when it comes to patient involvement/detachment. Kathy Williams, the author, indicates that her supervisor advised her to do one thing and that she did the opposite.

1. What does your supervisor tell you about emotional involvement with patients? What was Kathy Williams' supervisor's advice?

2. Recount the ways in which Kathy Williams got "involved" with Mrs. LaRosa.

3. What does Kathy Williams claim she learned as a result of that involvement?

4. What is "appropriate" distance between the health care provider and the patient/client?

5. Recount a situation where you have not maintained "appropriate" distance between yourself and the patient/client. What was the outcome of such a situation? What did you learn? Would you act differently if you were faced with the same situation again? Why or why not?

## *TITLE:*

Geriatric Care

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To understand the role of the caregiver with stroke survivors

## *OBJECTIVES:*

1. To read an article in Geriatric Care
2. To define vocabulary from contextual clues
3. To answer questions based on the reading
4. To explain why stroke survivors must be treated on an individual basis

# GERIATRIC CARE

## *ROLE OF THE CAREGIVER*

Geriatric Care is a monthly publication which Home Care Challenge began getting with the July 1996 issue.

In that July 1996 issue is an article called "*Helping Stroke Survivors: Patience and Ingenuity Key to Quality Care*" by Rachel King (pp. 1-2).

### I. Before You Read

Recount an incident where you became frustrated because you could not express what you wanted to say. How did you feel?

________________________________________

________________________________________

________________________________________

### II. As You Read

A. Be sure you can define the following words from the context:

- ingenuity--______________________________
- spatial-perceptual tasks--________________________
- impulsive--______________________________
- unimpaired--_____________________________
- cues--__________________________________

B. Answer the following questions as you read:

1. What problems will a person paralyzed on the right side have?____________

   ________________________________________

   ________________________________________

2. What problems will a person paralyzed on the left side hav

_______________________________________________

_______________________________________________

_______________________________________________

3. Knowing the problems faced by paralyzed persons, what helpful tips does the author offer?

_______________________________________________

_______________________________________________

_______________________________________________

4. What does the author mean by "*environmental aids*"? What are some of them that you should use with stroke victims?

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

5. Dealing with mental impairment can be quite difficult. Why? What suggestions does the author offer to help with mental impairment in stroke victims?

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

_______________________________________________

## III. After You Read

Why do you think it is important to treat each stroke survivor on an individual basis?

## IV. Look at the following problem-solving situations and determine your BEST course of action.

A. *Mr. Clark is 92 years old. He experienced a stroke three months ago. He can walk with a walker and use his strong leg to push himself in a wheelchair. He is very independent and refuses help in washing and dressing himself. Every morning when you go to see if he needs help, you find him sitting on his weak hand. He says he does not feel it, so it is not a problem.*

Explain the steps you must take to prevent Mr. Clark from sitting on his hand and explain why it is important to protect the weak hand.

B. *Mrs. Jones experienced a stroke that left her paralyzed on the left side. Your task is to make sure that she bathes, gets dressed, and eats her lunch.*

Explain how you will accomplish these tasks, paying particular attention to the cues you will give Mrs. Jones, environmental aids you will use, and any other helpful tips you can use with someone paralyzed on the left side.

## *TITLE:*

Abuse of the Elderly

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To alert caregivers to the signs of elder abuse
and how to handle the problem

## *OBJECTIVES:*

1. To read an article from the American Journal of Nursing
2. To define vocabulary from contextual clues
3. To answer questions on the reading
4. To complete the test on the article
5. To contact, via letter, Internet, or telephone, one of the resources in the article to ask for free publications on elder abuse prevention
6. To describe anonymously the circumstances of an abuse case and the outcomes
7. To identify your employer's policies/safeguards on elder abuse
8. To explain the recourse if the patient is abusing the caregiving

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# ABUSE OF THE ELDERLY

## *ROLE OF THE CAREGIVER*

The January 1997 issue of American Journal of Nursing includes the article "*Elder Abuse: What to Look For, How to Intervene*" on pages 26-33. While the emphasis is on what nurses can do, you as front-line caregivers are often in a position to report suspected abuse to the nurse in charge. This article will help you to be alert to the signs of elder abuse and perhaps make a difference in the life of someone experiencing the abuse.

### I. Before You Read

What are the policies that your employer asks you to follow if you suspect that a client for whom you care is being abused?

________________________________________

________________________________________

If you work in a nursing home setting, what safeguards does your employer take to insure that those for whom you care are not abused?

________________________________________

________________________________________

### II. Read for Understanding

A. Vocabulary for the article is fairly easy to understand in context. Make sure you can explain these terms in context:

1. spiral fracture - ______________________________
2. patient autonomy - ______________________________
3. patient capacity - ______________________________
4. elder abuse - ______________________________
5. elder neglect - ______________________________

**B.** Answer the following questions based on the reading:

1. List the four types of abuse described in the article and define each.

2. How many older adults are estimated to be abused each year in the U.S.?

3. What are the guidelines for conducting an interview when abuse is suspected?

4. What are the risk factors for elder abuse?

5. What are the signs of psychological abuse?

6. Why are the abused reluctant to take action against abusers?

7. What is the risk to caregivers of not reporting financial abuse?

8. Elder neglect may occur from several sources. Describe each.

9. What are the strategies for intervention if the patient refuses treatment?

10. If the patient lacks mental capacity, what are the strategies for intervention?

11. What are the mandatory reporting laws of the state of Maryland that your employer follows? (You may need to interview your supervisor.)

12. Identify the victim-perpetrator profiles outlined in the article.

13. What kinds of abuse exist in long-term care facilities?

14. How can the burden of caregiving be eased in a long-term care facility to help safeguard against caregiver abuse of the infirm?

15. What action must be taken if the caregiver is being abused by the client/patient?

## III. After You Read

A. Take the follow-up test on page 33 of the article. Discuss the results with your instructor.

B. Contact, via letter or the Internet (or telephone, if there is an 800 number), one of the resources listed on page 31 and ask for any free publications that they can send you on elder abuse prevention. Explain that you are doing research for a class project on the topic of elder abuse because of your job as a CNA caregiver.

C. If you have ever seen an abuse case, briefly describe the circumstances of the abuse and the outcomes. Be sure to use no names or fictitious names to protect the client/patient.

## *TITLE:*

"Long-Term Care Orientation" - Video

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To examine the role of a caregiver in a long-term care facility

## *OBJECTIVES:*

1. To view Mosby's video on "Long-Term Care Orientation"
2. To take a quiz after the viewing
3. To complete a crossword puzzle on the vocabulary of the film
4. To research what long-term facilities are available in the area
5. To research the activities offered by these facilities

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# MOSBY'S CONTINUING HEALTH CARE EDUCATION VIDEO SERIES:

## *LONG-TERM CARE ORIENTATION*
## For Your Viewing Pleasure

### A. VOCABULARY

**LONG-TERM CARE** - Continuous or intermittent care delivered over a sustained period of time to individuals who are dependent in activities of daily living.

**INSTITUTION-BASED LONG-TERM CARE** - The most restrictive services provided, involving 24-hour care in a setting regimented by rules and regulations.

**OBRA** - The Omnibus Budget Reconciliation Act passed by Congress in 1987 to insure quality of life of nursing home residents. OBRA also sets standards for Nursing Assistant Training and evaluation.

**COMMUNITY-BASED LONG-TERM CARE** - A range of service, provided both formally and informally, which are designed to enable the chronically impaired to live in their own homes.

**ASSISTED LIVING** - Programs that allow senior citizens to live independently while they receive minimal assistance in activities of daily living.

### B. TRUE OR FALSE

1. ____ The goals of long-term care remain the same: to enable the chronically impaired to be maintained at maximum levels of health and well-being.

2. ____ Long-term care is only provided to the frail elderly.

3. ____ Institution-based long-term care is delivered in the least restrictive settings.

4. ____ Community-based long-term care is delivered in the least restrictive settings.

5. ____ Nationwide, insurance pays for almost all the cost of nursing home care.

6. ____ Half of all nursing home residents are dependent in all activities of daily living.

7. ____ Nursing home residents have the right to refuse treatments.

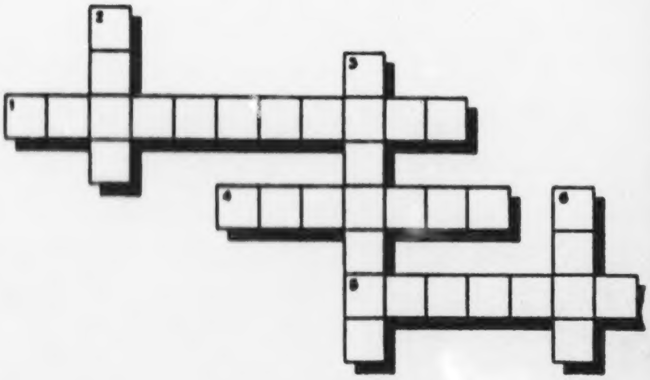
8. ____ It is okay for nursing home staff to open and read residents' mail.

9. ____ Nursing facilities can hire whomever they wish to be Nursing Assistants; there are no particular standards that have to be met.

10. ____ Assisted living programs are for those individuals who need minimal to moderate assistance with activities of daily living.

### C. CROSSWORD PUZZLE

1. Long-term care facility that provides a protective, therapeutic environment for elders who are mentally or physically disabled.
2. Federal law which concerns the rights of nursing homes residents.
3. Community-based long-term care program that provides services to terminal patients.
4. Programs that allow family caregivers to take a break from providing primary care to the chronically ill.
5. The right to agree to or refuse treatment.
6. Personnel that provide most of the treatments and dispense medications in long-term care facilities.



## D. DISCUSSION TOPICS

1. What community-based long-term care services are available in your community? Who do they serve? How are they set up? Who do they employ? Do some research, and present your findings to classmates.

2. What are some of the activities offered in institution-based long-term care facilities? How are they supposed to support the well-being of residents? Visit a facility and talk to residents. What do they think about what's offered to them? Present your findings to classmates.

## TITLE:

"Ethics, Residents' Rights and Dignity" - Video

## ISSUE:

Role Of The Caregiver

## GOAL:

To examine the role of the caregiver as it pertains to clients' rights

## OBJECTIVES:

1. To view Mosby's video on "Ethics, Residents" Rights, and Dignity"
2. To take a quiz after the viewing
3. To complete a crossword puzzle on the vocabulary of the film
4. To explore the ethics of the limitation of choice
5. To explore the ethics of life and death decisions

# MOSBY'S CONTINUING HEALTH CARE EDUCATION VIDEO SERIES:

## *ETHICS, RESIDENTS' RIGHTS, AND DIGNITY*
### For Your Viewing Pleasure

## A. VOCABULARY

**OBRA** - The Omnibus Budget Reconciliation Act, passed by Congress to protect the rights of nursing home residents.

**NEGLIGENCE** - An unintentional wrong in which a person fails to act in a reasonable and careful manner and causes harm to a person or a person's property.

**MALPRACTICE** - Negligence by a professional person.

**CONSENT** - Approval of, or agreement with, what is being done or suggested by another person.

**PRIVACY** - The state of being out of the sight and hearing of other people; not public.

**ETHICS** - A discipline that involves knowledge of right and wrong conduct.

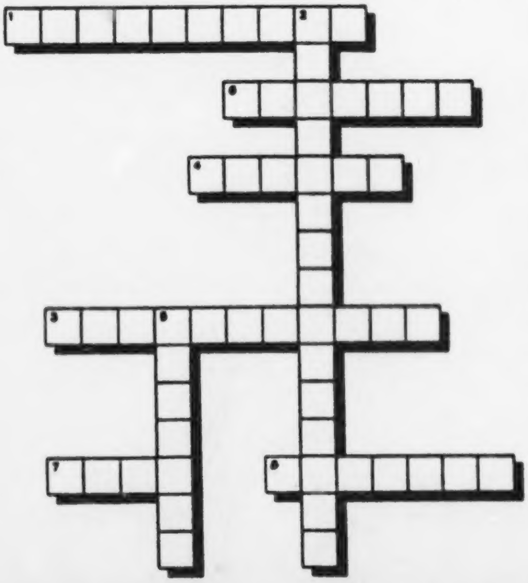
**OMBUDSMEN** - Volunteers who visit long-term care facilities and act as advocates for residents.

## B. TRUE OR FALSE

1. ___ It is permissible to open a resident's mail, because they are eventually going to ask you to read the letter to them anyway.
2. ___ If a resident is posing a danger to himself or herself, the supervising nurse can okay the use of physical restraints as a way of controlling the destructive behavior.
3. ___ Nursing Assistants can be sued for malpractice, even though they follow directions given by a nurse.
4. ___ Ombudsmen can act as advocates for both residents and staff of long-term care facilities.
5. ___ Nursing Assistants should ask employers for a job description, so they know what is expected of them.
6. ___ Patients have the right to choose what level of medical treatment they wish to receive.
7. ___ Speaking a foreign language around an English-speaking resident is permissible, as long as the resident is asleep or involved in some activity.
8. ___ Alcohol must never be consumed while on duty.
9. ___ If a nurse allows it, it is permissible for Nursing Assistants to give medications in long-term care facilities.
10. ___ The Nursing Assistant's first loyalty is to their employer.

## C. CROSSWORD PUZZLE

1. An unintentional wrong which causes harm to a person.
2. The right to have personal and medical information kept private.
3. Negligence by a professional person.
4. A discipline that involves issues of right and wrong behavior.
5. The right not to have names, photographs, or private affairs made public without consent of the person involved.
6. To approve of or agree with what is being done or suggested by another person.
7. A law which involves residents' rights and quality of life in long-term care facilities.
8. Honoring or respecting a person.



## D. DISCUSSION TOPICS

1. Choose a day to be aware of choices. How many do you make in an hour, in a day? Starting from the time you get up -- what clothes do you choose to wear; what food do you eat; what schedule do you set for yourself? What route do you choose to take to work or school? Who do you choose to talk to; what do you choose to read, etc? How would it be to have your choices severely limited? How would you feel? What would be most important to you? Discuss this with classmates.

2. What are your opinions and feelings about death? Do you think it is right for people to refuse medical treatment? To what degree should life be sustained? What decisions would you want made on your behalf, if you were critically ill and unable to communicate? Have you ever had to make this choice for a loved one? How would you go about making this choice for someone else? Share you feelings and opinions with classmates.

## *TITLE:*

The Dilemmas of Working in a Nursing Home

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To evaluate the contradictory pressures on a nursing aide

## *OBJECTIVES:*

1. To read part or all of the text The Caregiving Dilemma: Work in an American Nursing Home
2. To summarize historical data and future expectations about nursing homes
3. To compare the nursing home Foner describes to the one you work in terms of size, location, patient and staff demographics, structure, and organization
4. To explain the dilemmas outlined in various chapters
5. To summarize good and bad coping strategies for these dilemmas
6. To differentiate dilemmas faced by nursing home aides and home care aides
7. To evaluate Foner's study
8. To suggest solutions for the dilemmas

# THE DILEMMAS OF WORKING IN A NURSING HOME

## *ROLE OF THE CAREGIVER*

You may be assigned to read all or parts of the book *The Caregiving Dilemma: Work in an American Nursing Home* by Nancy Foner (University of California Press, 1994).

The book is about nursing aides who Foner calls the main caregivers in nursing homes, the people responsible for nearly all the direct patient care in nursing homes. Some 600,000 nursing assistants work in nursing homes providing up to 90% of the care. On the one hand, these aides are expected to provide compassionate, supportive care; on the other hand, there are significant forces that often work against this kind of care.

Foner sees nursing aides as being "in the middle," subject to contradictory pressures and demands from patients, administrators, nursing supervisors, patients' families, and co-workers.

- ***Chapter 2***--presents background material on nursing homes and on the nursing home in New York City that she studied.
- ***Chapter 3***--focuses on the pressures aides confront from patients themselves, whose physical and mental disabilities present enormous strains.
- ***Chapter 4***--explores the bureaucratic rules and administrative demands constraining nursing aides.
- ***Chapter 5***--examines the impact of the direct agents of bureaucratic control, nursing supervisors, concentrating on the inequalities and strains in the nursing hierarchy.
- ***Chapter 6***--looks at the pressures resulting from family relationships, both aides' own families and patients' families.
- ***Chapter 7***--considers difficulties stemming from relations with co-workers.
- ***Chapter 8***--summarizes the caregiving dilemmas faced by nursing aides/assistants.

### Chapter 2–"Setting the Context: The Nursing Home World"

A. Read pages 9-12 to answer the following questions:

1. Compare the number of nursing homes from 1954 to 1985:

   the number of nursing home employees in 1985:

   the money spent on nursing home care from 1977 to 1989:

2. Give three reasons for the exploding nursing home population:

3. What is the expectation of nursing home growth into the next century?

4. What are nursing home patients like today?

5. What are the factors influencing the quality of nursing home patients?

B. Read about Crescent Nursing Home on pages 12-30:

Compare the nursing home you work for to Crescent Nursing Home in terms of size, location, patient and staff demographics, structure, and organization.

**Chapters 3 through 7** deal with dilemmas that arise from specific populations in the nursing home setting. Choose several or all of these chapters to read. As you read, outline the items in the first two questions for each chapter you read. Finally, write about your own experience in a nursing home setting in the last three questions.

Label the group(s) for which you are answering the questions on separate sheets of paper.

1. What are the dilemmas each group (patients, institutional demands, supervisors, families, co-workers) produces?

2. What are the coping strategies, good and bad, practiced by the nursing aides at Crescent for each group?

3. Which of the dilemmas have you experienced for each group?

______________________________________________

______________________________________________

______________________________________________

4. What are your coping strategies for each group?

______________________________________________

______________________________________________

______________________________________________

5. Can you suggest any long-term solutions for the dilemmas produced by each group?

______________________________________________

______________________________________________

______________________________________________

**Chapter 8**, the Conclusion, is enlightening, not only for its summary of dilemmas faced by nursing home assistants, but also for its suggestions of possible solutions and for its comparison of dilemmas faced by nursing home and home care aides. Read the chapter to answer the following:

1. Summarize the dilemmas Foner describes that impact the "women in the middle."

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. What roles do race, ethnicity, and gender play in nursing home work, as Foner describes them?

3. According to Foner, how are the dilemmas of service occupations different from those faced by workers in the industrial labor force?

4. According to Foner, how are the dilemmas different for home care aides compared to nursing home aides?

5. Evaluate how true Foner's comparison is between the two work settings. Home health aides may have a different view from Foner.

6. What solutions to the dilemmas does Foner offer on pages 155 to 161?

7. How effective do you think Foner's solutions are? What other solutions can you offer?

## *TITLE:*

Using Resources

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To understand how to use resource materials

## *OBJECTIVES:*

1. To identify the parts of a resource book
2. To explain how the various parts of a resource are organized and how to use them
3. To identify possible diagnoses in a medical scavenger hunt
4. To investigate an illness/disease from a resource in order to explain what the disease is, the symptoms, how it is diagnosed, the treatment and prognosis, and the role of the caregiver in working with a client who has the disease

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# USING RESOURCES

I. Familiarize yourself with the various sections of The American Medical Association Family Medical Guide by:

A. Reading through the Table of Contents to see what sections are covered. What are the main sections of the book?______________________________

______________________________________________

______________________________________________

______________________________________________

B. Reading the introductory page(s) to each main section.

1. After reading the introduction to the first section, list the six basic rules for healthy living. What is the other major topic covered in that section? Define anatomy and physiology.

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2. After reading the introductory pages to the second section, explain how to use that section. What are the other major topics covered in this section? What caution are you given about using the visual aids subsection? Define the terms X rays, MRI, and CT.

3. Is there a general introduction to the third section? What do you have instead? Skim one of the diseases/illnesses and list the questions that are asked.

4. How is the fourth part organized? What are the major subtopics covered?

II. A Medical Scavenger Hunt--Use the appropriate section of The American Medical Association Family Medical Guide to track down possible diagnoses for each of the group of symptoms given below. Remember to read any material that you are directed to in other parts of the book as well.

A. Your symptoms include a fever, chills, and pain in your back just above the waist. You probably have ____________ which is caused by what?

______________________________

______________________________

______________________________

B. Your symptoms include loss of weight, changes in your bowel habits, and occasional blood in your bowel movements. What are the possible diagnoses?

______________________________

______________________________

______________________________

C. Your symptoms include severe headache pain accompanied by a fever and drowsiness; bright light hurts your eyes. What do these symptoms suggest? How should they be treated?

______________________________

______________________________

______________________________

D. You frequently feel the urge to urinate. That is accompanied by several other things, notably, an increased thirst, loss of weight, and tiredness. You may be a candidate for what disease?

______________________________

______________________________

______________________________

III. From Part III of The American Medical Association Family Medical Guide, choose a disease or disorder from one of the subsections of the chapter to investigate thoroughly. For example, you may wish to research leukemia which is discussed on pages 457-459 under "Blood Disorders." You should obviously base your research on what is said on those pages, but you should also familiarize yourself with the introduction to "Blood Disorders" as well as any other pages you are referred to in the Guide. Use at least **one other source** of your own choosing as a resource for your research. Prepare an oral report on the disease/disorder/illness chosen that is organized around the following topics:

A. Explain what the disease is and the various forms that it may take.

B. Relate the disease to the normal functioning of the body. (For example, if you were doing leukemia, you would contrast how white blood cells function normally with how they function in the disease.)

C. Explain the symptoms of the disease.

D. Explain how the disease is diagnosed.

E. Explain the treatment for the disease and the prognosis after such treatment.

F. Explain how a health care worker could be helpful in working with a client with this disease. (A home health aide or companion may not be needed with all diseases, but try to relate your occupation to the care of an individual with the disease.)

As you prepare for the oral presentation, prepare written handouts to accompany the oral report. These handouts may include diagrams, pictures, an outline, summaries of each section, or whatever would help your audience follow your presentation easily.

(We think it would be good if your employer would let you make this presentation at a staff development seminar for fellow employees. For that reason, please keep your presentation to approximately 15 minutes.)

## *TITLE:*

Using Resources - Medical Information

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To become familiar with Web sites and with organizations that provide information on health and caregiving topics

## *OBJECTIVES:*

1. To use the Internet to research an area of interest
2. To call toll-free numbers for information about an area of interest
3. To compare these "Harvard Women's Health Watch" Web-sites with ones listed in American Journal of Nursing

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# Going to the Source

Knowledge is power, especially when it comes to medical care. Whether you've been diagnosed with a medical condition or simply want to make the most of your visits with your doctor, you'll find that taking charge of your health is a lot easier if you first head for the library, reach for the phone, or turn on your computer.

The following is a list of books, hotlines, and sites on the World Wide Web that we've found helpful in researching specific topics. It isn't intended to be comprehensive — volumes have been written about Internet medical resources alone — but it may help you get started researching the medical questions that interest you.

The books we've included are those used by medical students, doctors, and other health professionals, and they're likely to be available at your local library. Although there are many good popular books on medical subjects, they're usually very general and may not provide the depth of information you need to solve a particular problem.

By calling some of the numbers we've listed, you may be able to obtain referrals or answers to your questions over the phone; for others, you can request that brochures, pamphlets, or fact sheets be mailed or faxed to you. Most are staffed Monday through Friday. If you don't see a hotline for a particular organization, check *AT&T Toll-Free National 800 Directory* at your library or search the toll-free number database on your computer by connecting to the Web site listed below.

The Internet, especially the World Wide Web, is one of the fastest growing and most accessible sources of information about alternative medicine, AIDS, or cancer. With a computer, modem, and a subscription to one of the many online service providers (Prodigy, America Online, The Internet Access Company, to name a few), you can search global databases of text, images, and sounds in a matter of seconds. Keep in mind, however, that only a handful of sites have been peer–reviewed for scientific accuracy, and that many are maintained by companies with products to sell. And in spite of their apparent immediacy, they may not even reflect the most current knowledge. To help judge the accuracy and timeliness of what you're reading, look for the source of the information and how recently it was updated; if a site doesn't tell you this, move on to another one.

The most reliable Web information comes from universities, professional associations, foundations, and government sources, such as the National Institutes of Health. The information that these organizations provide is usually the result of years of scientific research; what you see on your screen is the consensus of experts in a particular field. However, it's important to note that nearly all Web sites, government or otherwise, provide links to other sites whose information may not be so rigorously reviewed. For this reason, it's a good idea to consult your clinician before accepting a recommendation. ◆

## GENERAL RESOURCES

### THE LIBRARY

Most public libraries stock general medical texts like *Harrison's Principles of Internal Medicine* or references like The *Merck Manual*, an encyclopedic volume describing most physical and mental illnesses in terms lay readers can understand. You should also be able to find a medical dictionary and *The Physician's Desk Reference*, which describes prescription medications. For nutrition information, the *Corinne T. Netzer Encyclopedia of Food Values* is excellent.

If you have access to a medical library, you may also be able to use MEDLINE, the National Library of Medicine's comprehensive database of medical journal articles. MEDLINE has information that is more current than that in books. If your library doesn't offer this service, call the National Library of Medicine (listed below) to find out how to access MEDLINE over the Internet. There is a charge for using MEDLINE, but going through the Internet may be the least expensive route.

### INFORMATION BY PHONE OR COMPUTER

**AT&T's Toll Free Internet Directory** http://www.tollfree.att.net/dir800/
A database you can search by subject to find the hotline you need. Most libraries contain the print version.

**Hyperdoc: National Library of Medicine Home Page**
http://www.nlm.nih.gov
Links to many medical resources, as well as information about using the Internet to access MEDLINE (for a fee), the National Library of Medicine's database of medical journals

**Global Network Navigator General Medical Information**
http://www.gnn.com/gnn/wic/wics/med.general.html
Provides links to sites on dozens of medical topics organized by subject.

**Medical Matrix** http://www.slackinc.com/matrix/
Provides links to high quality sources of medical information; sites (listed by subject) have been reviewed by the Internet Working Group of the American Medical Informatics Association.

**MedWeb** http://www.cc.emory.edu/WHSCL/medweb.html
Emory University's guide to biomedical resources on the Internet; links to many sources of information on gynecology

**The Multimedia Medical Reference Library (topics)**
http://www.tiac.net/users/jtward/multimed.html
Provides links to information by subject.

**National Health Information Center** 1-800-336-4797 (9-5 ET)
The US Department of Health and Human Services's hotline for health questions and referrals

**National Institutes of Health Home Page** http://www.nih.gov
Provides links to the 24 institutes, centers and divisions under the NIH, as well as health information, consumer brochures, and information on diseases currently under investigation by NIH-supported scientists.

**National Library of Medicine** 1-800-272-4787 (9-5 ET)
Call for information about accessing MEDLINE

**National Women's Health Network** 202-628-7841(9-5 ET)
Public interest organization's information clearinghouse

### ONLINE MEDICAL JOURNALS

Numerous medical journals are available on the World Wide Web; in many cases, the Web may be your best bet for obtaining abstracts from specialty journals, particularly if you don't have access to a medical library. The following sites are gateways to scores of other medical journals:

**American Medical Association Home Page** http://www.ama-assn.org
Here you can access current and past issues of JAMA (abstracts only), as well as other journals published by the AMA.

**British Medical Journal (links to sites of medical interest)**
http://www.bmj.com/bmj/bmjpubs/sites.htm

**The Multimedia Medical Reference Library (journals)**
http://www.tiac.net/users/jtward/journals.html
Provides links to many medical journals

**The New England Journal Online**
http://www.nejm.org
This site contains full text of editorials, opinion pieces and letters, but has only abstracts of most other articles. If you need to see the entire article, you'll have to get it at the library.

ET = Eastern Time • CT = Central Time • PT = Pacific Time

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### AGING
**National Institute on Aging**
1-800-222-2225 (8:30-5 ET)
Information and referrals

### AIDS
**National CDC HIV/AIDS Hotline**
1-800-342-2437 (9-5 ET) General information about HIV/AIDS; referrals

### ALLERGY
**American Academy of Allergy and Immunology**
1-800-822-2762 (8:30-5 ET)
**National Institute of Allergy and Infectious Diseases**
301-496-5717 (8:30-5 ET)

### ALTERNATIVE MEDICINE
**Global Navigator's Alternative Medicine Sites**
http://www.gnn.com/wic/wics/med.alt.html
**The University of Pittsburgh's Alternative Medicine Home Page**
http://www.pitt.edu/~cbw/altm.html

### ALZHEIMER'S DISEASE
**Alzheimer's Association**
1-800-272-3900 (8-5 CT)

### ARTHRITIS
**Arthritis Foundation**
1-800-283-7800 (24-hr recording)
**National Institute of Arthritis and Musculoskeletal and Skin Diseases**
301-495-4484 ( 8:30-5 ET)

### BREAST CANCER
**Breast Cancer Information Clearinghouse**
http://www.nysernet.org/bcic/
**Y-Me National Organization for Breast Cancer Information Support Program**
1-800-221-2141 (9-5 CT) Presurgery counseling, treatment information, peer support, patient literature and referrals.

### CANCER
**American Cancer Society**
http://www.cancer.org/
1-800-ACS-2345 (24-hr recording)
**Cancer Information Service of the National Cancer Institute**
1-800-4-CANCER
**CancerFax (National Cancer Institute)**
1-800-624-2511 (24 hrs)
Faxes current patient and professional information about causes, diagnoses and treatments for all forms of cancer.
**OncoLink** http://www.oncolink.upenn.edu/
Information on most types of cancer provided by the University of Pennsylvania; has many links to other useful sites

### CHRONIC FATGUE SYNDROME
**CFIDS Association**
1-800-442-3437 (24-hr recording)

### COSMETIC/RECONSTRUCTIVE SURGERY
**American Society of Plastic and Reconstructive Surgeons** 1-800-635-0635 (8:30-4:30 CT)
Information and referrals

### DENTISTRY
**American Dental Association**
http://www.ada.org/index.html
**National Institute of Dental Research**
301-496-4261 (8:30-5 ET)

### DIABETES
**American Diabetes Association**
1-800-342-2383 (9-5 ET)
**National Institute of Diabetes and Digestive and Kidney Diseases**
301-496-3583 (b:30-5 ET)

### DISEASE PREVENTION
**Centers for Disease Control and Prevention**
http://www.cdc.gov/
404-332-4555 (8-4:30 ET; 24-hr. recording)
Information on infections, epidemics and immunization.

### DRUG / ALCOHOL ABUSE
**National Clearinghouse for Alcohol and Drug Information**
1-800-729-6686 (8-7 ET) Information on alcohol, drugs and tobacco provided by the Center for Substance Abuse Prevention (CSAP), National Institute on Drug Abuse, and National Institute on Alcohol Abuse and Alcoholism

### EATING DISORDERS
**Eating Disorders Awareness and Prevention (EDAP)**
206-382-3587 (8-5 PT)
**National Center for Overcoming Overeating**
212-875-0442 Information about binge eating disorder (24-hr recording)

### ENDOMETRIOSIS
**Endometriosis Association**
1-800-992-3636 (24-hr recording)

### ENVIRONMENT AND HEALTH
**Environmental Health Clearinghouse**
1-800-643-4794 (9-8 ET) Scientists from the National Institute of EnvironmentalHealth Sciences answer questions related to environment and illness.

### EYE DISEASE
**National Eye Institute**
301-496-5248 (8:30-5 ET)
**American Academy of Ophthalmology's Eyenet**
http://www.eyenet.org/
Graphics depicting eye anatomy; information on conditions and treatments

### FIBROMYALGIA
**Fibromyalgia Alliance of America**
614-457-4222 (10-6 ET; 24-hr recording)

### HEARING
**National Institute on Deafness and Other Communication Disorders**
1-800-241-1044 (voice 8:30-5 ET)
1-800-241-1055 (TDD/TTY/TT)

### HEART DISEASE
**American Heart Association**
1-800-AHA-USA1 (8:30-4:30 local time)
**National Heart, Lung, and Blood Institute**
301-251-1222 (8:30-5 ET)

### INCONTINENCE
**The Simon Foundation for Continence**
1-800-237-4666 (24-hrs) Quarterly newsletter and other publications

### INFERTILITY
**RESOLVE**
617-623-0744 (9-4 ET)

### LUNG DISEASE
**American Lung Association**
1-800-LUNG-USA (9-4:30 ET) Information on respiratory disease

### LYME DISEASE
**Lyme Disease Foundation**
1-800-866-LYME (24-hr recording)

### MEDICATION
**Center for Drug Evaluation and Research**
301-594-1012 (8-4:30 ET)
The Food and Drug Administration's hotline for information about medicines

### MENOPAUSE
**North American Menopause Society**
http://www.menopause.com
**Midlife Women's Network**
1-800-886-4354 (8-5 CT) Information and referrals

### MENTAL HEALTH
**Depression Awareness**
1-800-421-4211 (24-hr recording) The National Institute of Mental Health's hotline for information about symptoms and treatment of depression
**Grief Recovery Helpline**
1-800-445-4808 (9-5 PT)
Information on recovering from loss
**National Institute of Mental Health**
1-301-443-4513 (8:30-4:30)
**Panic Disorder Information Line**
1-800-64-PANIC (24-hr recording)
**Internet Mental Health Home Page**
http://www.mentalhealth.com/p.html

### NEUROLOGICAL DISORDERS
**National Institute of Neurological Disorders and Stroke**
1-301-496-5751(8:30-5 ET) Provides brochures and fact sheets

### NUTRITION
**American Dietetic Association Nutrition Hotline**
1-800-366-1655 Information from and referrals to registered dieticians (experts: 9-4 CT; recorded messages: 8-8 CT)

### OSTEOPOROSIS
**National Osteoporosis Foundation**
202-223-2226 (8:30-5:30 ET)

### PARENTING
**National Institute of Child Health and Human Development**
301-496-5133 (8-5 ET)

### PMS
**PMS Access**
1-800-222-4767 for information;
1-800-558-7046 for referrals to physicians in your area (9-5 CT)

### RARE DISEASES
**National Organization of Rare Diseases**
1-800-999-6673 (9-5 ET; 24-hr recording)

### STROKE
**American Heart Association Stroke Connection**
1-800-553-6321 (8:30-5 CT) Information, referrals, videotapes and a newsletter

## *TITLE:*

Research Resources
1. '95 and '96 Johns Hopkins White Papers
2. Sources on Alzheimer's Disease and Other Dementias

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To familiarize caregivers with resources

## *OBJECTIVES:*

1. To read about the resources and what they cover

# RESEARCH RESOURCES

In addition to all the resources from the various health organizations, Home Care Challenge has invested in Johns Hopkins White Papers on various subjects relating to the kinds of clients you serve on your jobs. These papers are written for the well-educated layman/patient. Medical vocabulary is explained.

1995

A. Arthritis - Simeon Margolis and John A. Flynn

The booklet covers Osteoarthritis, Rheumatoid Arthritis, Gout, Fibromyalgia Syndrome, and Bursitis. Under each category, the authors look at causes, symptoms, diagnosis, prevention, and treatment. The White Paper also focuses special attention on exercise.

B. Coronary Heart Disease - Simeon Margolis and Pascal J. Goldschmidt-Clermont

The booklet covers causes; symptoms and complications; risk factors; diagnosis; lifestyle treatments; medications; treatments of angina, unstable angina, myocardial infarction; and heart transplantation.

C. Vision Disorders - Simeon Margolis and Andrew P. Schachat

Up-to-date information is presented on cataracts, glaucoma, age-related macular degeneration, and diabetic retinopathy. Causes, symptoms, diagnosis, and treatment form the basis of the discussion of each vision disorder.

(

# RESEARCH RESOURCES

In addition to the resources from the various health organizations, Home Care Challenge has invested in Johns Hopkins White Papers on various subjects relating to the kinds of clients you serve on your jobs. These papers are written for the well-educated layman/patient. Medical vocabulary is explained.

## 1996

A. Cancer Prevention - Simeon Margolis and Jonathan M. Samet

While this booklet emphasizes the prevention of cancer risks, it also deals with the biology of cancer, causes and risk factors for cancer, individual cancer risk, and general cancer prevention. The booklet also covers the prevention and early detection of various cancers: lung, colorectal, breast, prostate, skin, uterine, and endometrial.

B. Depression and Anxiety - Simeon Margolis and Peter V. Rabins

The booklet makes quite clear that depression and anxiety are bona fide medical disorders that may cause a greater burden on those afflicted than other medical disorders. The authors look at the causes, symptoms, diagnosis, and treatment of both depression and anxiety. The various drugs used to treat each are compared as to effects and costs.

C. Stroke - Simeon Margolis and Thomas J. Preziosi

This booklet covers the types of strokes, the symptoms of stroke, the effects of stroke, the risk factors for stroke, the prevention of stroke, the diagnosis of stroke, and the treatment of stroke and stroke rehabilitation.

# SOURCES ON ALZHEIMER'S DISEASE AND OTHER DEMENTIAS

Understanding Alzheimer's Disease. Miriam K. Aronson, Ed. New York: Charles Scribner's Sons, 1988.

This text, which is sponsored by the Alzheimer's Disease and Related Disorders Association (ADRDA), explains what Alzheimer's is, how to cope with it, and future directions. Part I devotes four chapters to definitions, diagnosis, and treatment of Alzheimer's disease and related disorders. Part II devotes 12 chapters to coping with the disease; the chapters offer advice on caring for the dementia patient, treating behavioral and mood changes, handling emergency situations, dealing with the emotional turmoil of Alzheimer's, and deciding on placement for Alzheimer's patients. Part III has four chapters on legal and financial aspects to be considered. Part IV covers legislative and research directions.

Heston, Leonard L. and June A. White. The Vanishing Mind: A Practical Guide to Alzheimer's Disease and Other Dementias. New York: W.H. Freeman and Company, 1983.

The book covers the following: the signs and symptoms of dementia, diseases that produce primary dementia, diseases and conditions associated with secondary dementia, the helping role of doctors, fact and fiction about the causes of primary dementia, medical treatment and management of dementia, care alternatives, practical matters, and issues for the future. The authors speak of Alzheimer's as Dementia of the Alzheimer Type (DAT) to distinguish it from other dementias.

# RESEARCH RESOURCES

The Merck Manual of Geriatrics, Ed., William B. Abrams, et.al., Merck Research Laboratories, Second Edition, 1995.

This manual should be used primarily as a research tool. There are, however, specialized topics of interest. The first section of the book is **A Problem-Oriented Approach** in which the editors cover such things as:

- **Nutrition**
- **Syncope**
- **Fractures**
- **Cancer in the Elderly**
- **Pressure Sores**
- **Urinary Incontinence**

In the **Specific Approaches** section, the editors cover such things as:

- **Care of the Dying Patient**
- **Geriatric Nursing**
- **Care in Nursing Homes**
- **Home Health Care**
- **Rehabilitation**

A large portion of the book deals with the body's **Organ Systems** and the various disorders of those systems that accompany the aging processes.

At the end of the book are some **Special Issues** relating to:

- **Legal, Ethical & Social Matters**
- **Elder Abuse & Neglect**
- **Living Alone**
- **The Older Driver**

There are even several pages devoted to health insurance, but only in a reference guide.

Using this manual may require you to keep one of the medical dictionaries close at hand as terms may or may not be explained well enough for the layman's understanding.

## *TITLE:*

Cancer Research - Medical Terminology

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To research cancer terms that a caregiver should know

## *OBJECTIVES:*

1. To use several sources to research definitions
2. To take notes from the sources
3. To explain the terms in your own words

# CANCER RESEARCH - MEDICAL TERMINOLOGY

## *ROLE OF THE CAREGIVER*

Hospice has provided a **"Cancer Word Book"** which can serve as a quick reference for understanding many of the terms connected with various kinds of cancers. As a health care provider, you should be aware of some of the terms in greater depth.

Below are listed 14 of the terms from the original list. Choose five (5) of them to write about at some length based on your research of the terms in several sources; namely, the medical dictionaries and the AMA Guide to Family Medicine. Write out your findings, but be sure to use layman terminology to make the presentations as clear as possible. Use your own words as much as possible rather than simply copying from the sources.

Terms to Choose: (Please note that some are kinds of cancers, some are tests for cancer, some are treatments for cancer)

- Carcinoma
- Chemotherapy
- Cytology
- Guaiac Test
- Hodgkin's Disease
- Hormonotherapy
- Immunotherapy
- Leukemia
- Lymphoma
- Melanoma
- Ostomy
- Pap Test
- Radiation Therapy
- Sarcoma

## *TITLE:*

Illnesses/Diseases: Cancer

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To research cancer by means of a video

## *OBJECTIVES:*

1. To define terms before viewing
2. To take notes while viewing a video
3. To fill out a chart on 7 types of cancer according to risk factors, symptoms, detection, treatment, survival rate
4. To apply what you have seen to a client in your care

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# ILLNESSES/DISEASES: CANCER

You will view a film called "Cancer and the Elderly: Overview" from the American Cancer Society (1989).

***Before Viewing***

Look up the following vocabulary words in a regular dictionary or the Medical Dictionary available in the learning center.

- basal skin cancer________________________________
- carcinomas________________________________
- chemotherapy________________________________
- colonoscopy________________________________
- colorectal________________________________
- cryosurgery________________________________
- digital________________________________
- electrodesiccation________________________________
- epithelial cells________________________________
- leukemias________________________________
- lymph system________________________________
- lymphomas________________________________
- melonoma________________________________
- metastases________________________________
- postmenopausal________________________________
- radiation________________________________
- sarcomas________________________________
- sigmoidoscopy________________________________
- sputum________________________________

For each one of the cancers discussed in this film, you will be taking notes on five (5) areas. Be sure that you know what each area means before viewing the film:

- Risk factors____________________________
- Symptons____________________________
- Detection____________________________
- Treatment____________________________
- Survival rate____________________________

***Viewing the Film***

Look over the questions you will be asked to answer before viewing the film. Then view the film and fill in the appropriate answers.

1. How many cases of cancer occur each year in the U.S.? How many of them will occur in people over age 65?________________________

   ________________________________________

2. How many diseases are known as cancer?________________________

   ________________________________________

   ________________________________________

3. What is cancer?________________________________

   ________________________________________

   ________________________________________

   ________________________________________

4. In diagnosis three things are assessed. They are:____________________

   ________________________________________

   ________________________________________

   ________________________________________

5. What are the four (4) types of cancers?________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

6. In working with the elderly, what is your responsibility in detection?____________

____________________________________________________________

____________________________________________________________

7. For each of the common cancers discussed in the film, fill out the following chart from the information given. Do not be upset if you do not get down every item mentioned for each category. At the end of the film the narrator will repeat the symptons for each cancer type discussed, so that you can go back to that column and fill in what you may have missed.

## TYPES OF CANCER

| *Cancer Type* | *Risk Factors* | *Symptoms* | *Detection* | *Treatment* | *Survival Rate* |
|---|---|---|---|---|---|
| **Carcinomas (skin cancer)** | | | | | |
| **Lung Cancer** | | | | | |
| **Breast Cancer** | | | | | |
| **Endometrial Cancer** | | | | | |
| **Prostate Cancer** | | | | | |
| **Bladder Cancer** | | | | | |
| **Colon/Rectal Cancer** | | | | | |

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### *After Viewing*

After viewing the film, "**Cancer and the Elderly: Overview,**" use your journal to write on the following topic:

> Choose a client/patient that you care for who has one of these types of cancer. Describe how the cancer was detected. Describe the treatment the person has undergone. Describe your role as caregiver for this person.

## *TITLE:*

Reading for Comprehension - Alzheimer's
Learning To Read With A Highlighter

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To use a highlighter as an aid to comprehension

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary using context clues and a dictionary
3. To highlight answers from specified paragraphs

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# READING FOR COMPREHENSION:
# LEARNING TO READ WITH A HIGHLIGHTER
# ALZHEIMER'S - "THE VANISHING"

As you read, look for answers to:

1. How is former President Reagan performing his favorite tasks now? (Paragraph 1)

2. What are some of the things he is doing? (Paragraph 1)

3. Who is Edmund Morris? (Paragraph 1)

4. How many people are afflicted by Alzheimer's disease? (Paragraph 2)

5. How has the population over age 85 increased over the last two decades? (Paragraph 2)

6. What are some of the symptoms of Alzheimer's disease? (Paragraph 2)

7. How much does this disease cost society? (Paragraph 2)

8. Describe a typical good day for Reagan. (Paragraph 4)

9. Why does Reagan avoid public functions now? (Paragraph 5)

10. What does Reagan look forward to more than anything? (Paragraph 5)____________

________________________________________

11. Identify two of the activities Reagan had performed just a few years ago. (Paragraph 6

________________________________________

________________________________________

12. Who will the biggest burden fall upon as Reagan's condition worsens? (Paragraph 7)

________________________________________

________________________________________

**VOCABULARY - LOOK UP IN DICTIONARY**

acknowledges________________________________

alluded________________________________

cusp________________________________

disorientation________________________________

dwindled________________________________

estranged________________________________

exasperates________________________________

incurable________________________________

inundated________________________________

lapses________________________________

lucrative________________________________

poignant________________________________

relentless________________________________

vibrant________________________________

## *TITLE:*

Alzheimer's: "Complaints of a Dutiful Daughter"

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To identify coping skills needed in caring for an Alzheimer's client

## *OBJECTIVES:*

1. To view a 1995 documentary about caring for an Alzheimer's patient
2. To identify the stages of Alzheimer's
3. To read an accompanying article about Alzheimer's
4. To summarize what the film and article can teach about giving care to an Alzheimer's patient

## ALZHEIMER'S: "Complaints of a Dutiful Daughter"

Videotape of a documentary that aired on PBS's P.O.V. series June 6, 1995--Deborah Hoffmann tells how she copes with her mother, Doris, now 87, who began suffering memory lapses in the early 1980's and was diagnosed with Alzheimer's in 1991.

**Before Viewing:**

What could possibly be humorous about Alzheimer's?

What is the prevailing thinking about how to work with an Alzheimer's patient?

**After Viewing:**

What taboo does Deborah Hoffman break?

What were some of the periods that the mother went through and how would you define each?

Why did the daughter finally institutionalize the mother?

What are the main points of the film?

Do you agree with the main points of the film? Which ones? Why or why not?

**Read the Conversation from U.S. News & World Report:**

What additional things do you learn from the Conversation?

How would you judge Oakcreek Alzheimer's and Dementia Center from the Conversation and the film?

What did you learn from the viewing and reading experience?

## *TITLE:*

Caring For An Alzheimer's Patient

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To understand the role of the caregiver in caring for an Alzheimer patient

## *OBJECTIVES:*

1. To read an article from The Johns Hopkins Medical Letter, Health After 50
2. To define vocabulary from contextual clues
3. To locate the thesis of the article
4. To outline the article given a skeletal outline to fill in
5. To write a business letter asking for more information about Alzheimer's Disease
6. To role play scenarios of caregiving situations
7. To apply communication and redirecting skills to the scenarios

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# CARING FOR AN ALZHEIMER'S PATIENT

## *ROLE OF THE CAREGIVER*

Perhaps nothing is more frustrating than trying to deal with an Alzheimer patient. Although the following article is written for the family members of Alzheimer patients, there is excellent information in it for any health care provider. If you have already done the LAP from the video **"Caring for Persons with Dementia,"** this will reinforce some of that material.

### I. Reading Activities

A. Read the article from The Johns Hopkins Medical Letter, Health After 50 called "*Caring Ways to Help an Alzheimer's Patient*." Before you read, make sure you can define the following words and phrases:

- obstinate--
- confer a deserved dignity--
- abstractions--
- confrontations--
- uncluttered environment--
- agitation--
- reassurance--
- disorientation--
- tailor solutions--
- delusional thinking--
- hallucinations--
- psychotherapy--
- path of least resistance--
- catastrophic reactions--
- without condescension--
- discern a pattern--

B. State the thesis or main idea of the article in your own words. First, locate the thesis paragraph. Note that the thesis has two parts, one concerning the patient and the other concerning appropriate behavior of the caregiver.

Thesis: ______________________________

______________________________

______________________________

C. This article can be outlined easily. There are general suggestions for communicating, followed by suggestions for seven very specific Alzheimer's conditions. Try filling in the outline on your own paper, following the structure below.

I. General suggestions for communicating

    A. Things to avoid

        1.
        2.
        3.
        4.
        5.
        6.

    B. Positive things to do

        1.
        2.
        3.
        4.
        5.
        6.
        7.

II. Suggestions for specific conditions

    A. For memory troubles

        1. (List things one should do)

B. For restlessness and agitation

1. (List things one should do)

C. (There are five more areas with a listing of things one should do for the patient. Finish the outline.)

## II. Writing Activity

At the end of the article, you are given the name of a place to write for more information on helping an Alzheimer's patient. Compose a business letter, using the appropriate business letter format, and ask for information that would help you as a caregiver to deal with Alzheimer's patients. Try to be as specific as possible in your request.

## III. Roleplaying Activities

The following situations are possible scenarios that you may have to deal with as a caregiver. Apply what you have learned about communicating and redirecting from the article to assist you in dealing with each scenario.

A. You have been assigned to work with Mrs. Thackery, but every time you are with her she is always pulling at her clothes. She pulls so hard the buttons are not staying buttoned. She has even taken to pulling on the blankets on her bed and covers on her chair. What will you do in this situation? How will you respond to Mrs. Thackery?

B. Every time you take care of Mr. Westy he accuses you of hiding his personal belongings. While you are around he is always looking in his furniture's drawers for things he thinks should be there. He has even begun to accuse you of stealing his plates and spoons. What will you do in this situation? How will you respond to Mr. Westy?

C. You have been asked to do a number of things for Ms. Frye, among them range of motion exercises for both legs and arms and a complete bath. You noticed the last time you were in to do these things that as you moved through the routine she began crying and screaming. Her outbursts were totally out of character. What will you do if these reactions occur again? How will you respond to Ms. Frye?

## *TITLE:*

Role of the Caregiver with Dementia Clients

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To use The 36-Hour Day to evaluate the role of the caregiver with dementia clients

## *OBJECTIVES:*

1. To read specific chapters in the book
2. To define essential terminology to understand dementia and differentiate kinds of dementia
3. To identify the characteristic problems created by dementia
4. To identify suggestions for dealing with each of the problems
5. To identify brain disorders and the causes of dementia
6. To read one article about some area of dementia
7. To complete the documentation on the article
8. To write a one to three sentence summary of the article

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# ROLE OF THE CAREGIVER WITH DEMENTIA CLIENTS

The following activities are based on the book, *The 36-Hour Day* by Nancy Mace and Peter Rabins. Although this book was originally written for family members of dementia patients, health care professionals--home health aides and nursing home staff--have found the book very helpful because the problems of behavior and the ill person's needs for care are the similar whether the caregiver is a family member, a home care provider, or a nursing home staff member.

Certain chapters have been picked out for special consideration.

**Chapter 1--Dementia**

Before you read the chapter, please define what you know dementia to be.

As you read, answer the following questions:

1. These authors define dementia as ________________________________

   ________________________________________________

2. Dementia is/is not the name of a disease or diseases. ____________________

3. Define delirium: ________________________________________

   ________________________________________________

4. How is dementia different from delirium? ____________________________

   ________________________________________________

5. Name two common causes of dementia in adults and distinguish them. __________

   ________________________________________________

   ________________________________________________

   ________________________________________________

6. Why has the medical profession chosen the term dementia as the "least offensive and most accurate" term to describe this group of illnesses? ______________________

   ________________________________________________

   ________________________________________________

## Chapter 3--Characteristic Problems of Dementia

This chapter attempts to give the caregiver suggestions for each of the characteristic problems of dementia. For each one of the following, list several of the most useful suggestions.

1. Memory Problems______________________________

______________________________________________

2. Overreacting or Catastrophic Reactions______________________________

______________________________________________

3. Combativeness______________________________

______________________________________________

4. Problems with Speech and Communication

   a. Understanding the Impaired Person______________________________

   ______________________________________________

   b. Helping Impaired Person Understand______________________________

   ______________________________________________

   c. Nonverbal Communication______________________________

   ______________________________________________

5. Loss of Coordination (define apraxia)______________________________

______________________________________________

6. Even with the suggestions to follow for each of the problems, what is the central message of this chapter?______________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## Chapter 5--Problems Arising in Daily Care

1. Before reading the chapter, choose one or several clients for whom you care who are suffering from some form of dementia. List things that you have observed in the home, about their eating habits, their personal hygiene, their ability to maneuver, and any other areas of concern that should be addressed.

2. After reading the chapter, what are the suggestions made by the authors to help address the problems you noted above?

## Chapter 7--Problems of Behavior

1. What are the six R's that may be helpful in thinking through a problem in caring for a dementia client? Explain each simply.

2. What are the suggestions for coping with the following problem behaviors:

   a. Wandering

   b. Sleep disturbances

   c. Losing, Hoarding, or Hiding Things

   d. Inappropriate Sexual Behavior

   e. Repetitious Actions and Statements

   f. Complaints and Insults

   g. Demands and Stubbornness

**Chapter 8--Problems of Mood**

1. Before reading the chapter, describe how your own emotions and moods are affected by giving care to a person with dementia.

2. After reading the chapter, describe the differences between a well person and a person with dementia who experiences the emotions and moods detailed there.

## Chapter 17--Brain Disorders and the Causes of Dementia

The chapter is divided into two sections, the first dealing with the conditions that cause dementia, and the second half dealing with other brain disorders that may or may not be related to dementia.

1. Reproduce the outline of conditions that cause dementia on pages 364-365. Use the medical dictionary to define the terms under the category of Degenerative diseases. (You will notice that Alzheimer's disease is described at some length in the text.)

2. Do the same for the two diseases listed under Vascular (blood vessel) disease.

3. When the authors say that senility does not describe a disease, why do they further say that the "term is considered by many people to be derogatory or prejudicial"?

## Chapter 18--Research in Dementia

After reading the chapter, find one article that discusses research findings in any one of the areas detailed in the chapter, i.e., multi-infarct dementia, stroke, Alzheimer's disease, heredity, delivery of services for dementia patients, or any other of the areas that you are interested in. Make sure you read an article that is NOT so technical that it would be difficult to summarize.

1. List the elements asked for on the article. Use the appropriate lines depending upon whether your article was found in a book or in a journal or magazine.

   Title of Article (in quotation marks)________________________________

   Author(s)________________________________________________

   Journal or Magazine Title (underlined)______________________________

   Volume, Month and Year of Journal or Magazine_______________________

   Pages of Journal or Magazine_______________________________________

   Title of Book (underlined) if found in a book__________________________

   City of Publication of the Book_____________________________________

   Publisher and Year of Publication of Book____________________________

2. Write a one to three sentence summary of the findings of this article or chapter.

   ________________________________________________________

   ________________________________________________________

   ________________________________________________________

   ________________________________________________________

## *TITLE:*

Vascular Dementia

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To identify coping strategies for dealing with
clients with vascular dementia

## *OBJECTIVES:*

1. To read an article in Geriatric Care
2. To define vocabulary from context clues
3. To differentiate vascular dementia from Alzheimer's disease
4. To identify coping strategies for caring for clients with vascular dementia

# VASCULAR DEMENTIA

## *Role of the Caregiver*

Read the article called **"Caring for Residents with Vascular Dementia"** in the May 1997 issue of Geriatric Care.

**Read to Answer**:

A. Define these vocabulary words as you read:

- cognitive failure--______________________________
- hypertension--______________________________
- transient ischemic attacks--______________________________
- "stepwise course"--______________________________
- emotional lability--______________________________
- somatic complaints--______________________________
- disinhibition--______________________________
- "indifference reaction"--______________________________

B. How does vascular dementia differ from Alzheimer's disease?

| VASCULAR DEMENTIA | ALZHEIMER'S DISEASE |
|---|---|
| | |
| | |
| | |
| | |
| | |

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C. What behaviors do clients with vascular dementia display?

______________________________________________

______________________________________________

______________________________________________

D. What three things do the authors suggest you keep in mind when caring for someone with vascular dementia?

______________________________________________

______________________________________________

______________________________________________

E. What coping strategies as a caregiver do you have to have in dealing with clients with vascular dementia?

______________________________________________

______________________________________________

______________________________________________

## *TITLE:*

Carroll Hospice - Volunteer Caregiver Handbook

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To give the Hospice volunteer problem-solving and communication skills in their unique role as caregivers

## *OBJECTIVES:*

1. To read materials in this Handbook
2. To paraphrase the Mission Statement of Hospice
3. To define terms, particularly those related to "dying with dignity"
4. To summarize the role of the Hospice volunteer in relation to the family of the dying patient as well as the patient
5. To explain what fears and other handicaps you have had to overcome to work with dying patients
6. To identify listening skills and verbal strategies to use with dying patients

# CARROLL HOSPICE

# VOLUNTEER CAREGIVER HANDBOOK

The following activities are based on this handbook and are designed to give you various kinds of reading, writing, problem-solving, and communication skills.

## Introduction

1. Read over the Mission Statement carefully. Restate the Mission Statement in your own words. (When you paraphrase something, you are to use different words from the original. The best way to tackle a paraphrase is to read over the statement until you are sure what it is saying and then put it in other words--your words.)

   Mission Statement Paraphrase:________________________________________

2. In reading through the materials in the Introduction, provide a definition of what Hospice means by the term "dying with dignity."

   Dying with dignity means:________________________________________

3. Read through the sheet "**What Can I Expect From My Hospice Volunteer?**" Then take the quiz on the same topic. If you feel confident enough, take the test before reading the initial sheet and then compare your answers with the original list.

4. After reviewing the **Hospice Policies and Procedures** for volunteers and the things you can and cannot do as a volunteer, write a short essay in which you describe a situation that caused you some concern as a volunteer. How did you handle the situation?

________________________________________________

________________________________________________

________________________________________________

________________________________________________

**Family Dynamics**

1. As a Hospice volunteer, you are working as much with the family as with the patient. Read ch. 12 of Rando's book, **Grief, Dying, and Death**, entitled "*The Family of the Dying Patient.*" The chapter is outlined under Family Dynamics of the manual. Check the meaning of these vocabulary words as you read:

intrapsychic________________________________________

congruency________________________________________

incongruency________________________________________

symbiosis________________________________________

homeostatic________________________________________

anticipatory grief________________________________________

ambivalence________________________________________

affect________________________________________

condescension________________________________________

placation________________________________________

decathexis________________________________________ separation anxiety________________________________________

concomitants____________________________________________

reinvestment____________________________________________

From your reading of this chapter, compose a brief summary of what your role should be as a Hospice volunteer with the family of the dying patient.________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

**OR**

2. Read "*A Goal for the Dying: Care of the Living*" found in the manual. After reading, write a brief summary of how you as Hospice volunteer can help the dying patient care for the living.________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________

### Own Mortality

Read the selection called "*Coping*." Be sure that you can define the following words:

inordinate______________________________________________

paradox________________________________________________

metastasized____________________________________________ voluble________________________________________

cataclysmic________________________________________

acquiescent________________________________________

disarmed________________________________________

prodigious________________________________________

unresolved________________________________________

Explain how this Hospice worker was able to work with the dying when she has an inordinate fear of death.________________________________

Explain what you have had to overcome in order to work with dying patients at Hospice.

## Communication

1. Read through the entire section again. There are many good suggestions about listening and the kinds of verbal strategies to use.

2. Under "*More Tips on Active Listening*" are listed Roadblocks or responses that discourage and cut off communication and make other people not want to talk with us. Explain what each of the following terms mean and give an example.

warning

judging

labeling

scolding

directing

diverting

moralizing

reassuring

lecturing

praising

probing

distracting

interpreting

advising

preaching

sympathizing

## *TITLE:*

Hepatitis B

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To help prevent Hepatitis B infection for health care providers

## *OBJECTIVES:*

1. To define terms from contextual clues
2. To read for information
3. To review employer's policies on infection control
4. To create sentences related to your job that uses vocabulary from the selection
5. To describe the symptoms, treatment, and long-term prognosis of Hepatitis B

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# PREVENTING HEPATITIS B FOR HEALTH CARE WORKERS

# (KRAMES COMMUNICATIONS)

## *ROLE OF THE CAREGIVER*

I. Vocabulary words to look for as you read pp. 2-3: Make a list of these words and write their definitions from the context as you read.

virus________________________________________

contaminated________________________________________

precautions________________________________________

infection________________________________________

vaccinated________________________________________

discarded________________________________________

symptoms________________________________________

potentially________________________________________

protective________________________________________

transmitted________________________________________

prevented________________________________________

hazard________________________________________

For any that you cannot define based on context, use a dictionary.

II. Take the Risk Category checklist on p.3 to determine what category you are in and how well you are protecting yourself on the job.

Have you been vaccinated against Hepatitis B?______________________________

What has your place of employment told you about the virus?____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

III. Read pp. 4-5 about the course that the virus takes. Here are a few more vocabulary words to define in context:

potent________________________________________

contagious________________________________________

interfere________________________________________

concentrated________________________________________

punctures________________________________________

mucous membranes________________________________________

inflamed________________________________________

bile________________________________________

prolonged________________________________________

carrier________________________________________

For any that you cannot define based on context, use a dictionary.

From your reading, list the stages that Hepatitis B may take.____________________

IV. Read p. 6 and define the following vocabulary from the context.

antibodies______________________________

routine______________________________

minimal______________________________

genetically engineered virus______________________________

hepatitis B immune globulin______________________________

For any that you cannot define based on context, use a dictionary.

V. Read pp. 7-8 and define the following vocabulary from the context.

anticipate______________________________

thoroughly______________________________

dispose______________________________

intact______________________________

barriers______________________________

puncture-resistant container______________________________

ventilation______________________________

resuscitation______________________________

For any that you cannot define based on context, use a dictionary.

Read your employer's policies on infection control precautions. List the steps you are to take if you are exposed to the infection:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

List the precautions that your employer expects you to take in dealing with patients' bodily fluids.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

**VI.** Choose 5 of all the vocabulary words and phrases from the reading and use each one in a sentence that relates to your job.

**VII.** If you or someone you know has ever been infected with Hepatitis B, describe the symptoms, the treatment, and the long-term prognosis.

## *TITLE:*

Hepatitis B - Carroll Hospice Information

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To explore the precautions a health care provider must take in the caregiving role

## *OBJECTIVES:*

1. To read materials about Hepatitis B supplied by Hospice
2. To identify the pros and cons of getting the Hepatitis B vaccinations
3. To persuade a new health care provider to get the vaccinations
4. To explain the precautions you take in caring for an infected client

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# HEPATITIS B

## Information From Carroll Hospice

The reading material entitled "**Get the Facts**," the two "**Bloodborne Facts**" packets, "**Informed Consent Form**," and "**Warnings and Adverse Reactions**" to the vaccine sheets contain necessary information for any health care provider.

1. Read through this material carefully.

2. Complete the two lists below, one for **PROS** and another for the **CONS** of getting the Hepatitis B vaccinations.

| PROS | CONS |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

3. Use the data gathered in these lists to convince a new health care provider to get the necessary vaccinations. Prepare an oral presentation. For those items in the CONS column, try to give an explanation that would answer their objection.

4. The "**AIDS & HIV Positive Precautions**" is germane to the HBV since both can be transmitted the same way. The "**Universal Precautions**" chart is an easy summarization of the written material. Read through both. For your journal choose a client (with fictitious name for confidentiality) and explain in writing what precautions you take in treating him or her.

## *TITLE:*

Ethnic Diversity

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To recognize the importance of cultural dimensions
in caring for patients/clients

## *OBJECTIVES:*

1. To read sections of the text Caring for Patients from Different Cultures: Case Studies from American Hospitals
2. To answer questions from Chapter 1
3. To state what caregivers need to know about cultural differences in communication styles
4. To state what caregivers need to do in order to work with a patient's religious beliefs
5. To explain why the Western health care system should adapt to the needs of other cultural groups
6. To identify caregiving situations where cultural differences caused you problems

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# ETHNIC DIVERSITY

## *ROLE OF THE CAREGIVER*

You will be reading from a text called Caring for Patients from Different Cultures: Case Studies from American Hospitals by Geri-Ann Galanti (Philadelphia: University of Pennsylvania Press, 1991). The book is organized into eight chapters, the first one introducing basic relevant anthropological concepts and the following six arranged according to topic: communication, religion and beliefs, family, men and women, birth, and folk medicine. The final chapter is a brief summary. The main goal of the book is to help health care professionals recognize the cultural dimensions of problems that occur in hospitals between and among patients, their families, and staff. Recognizing those same cultural dimensions in home care and nursing home care can also be beneficial.

Chapters 1, 2, and 3 should be read in their entirety, if time permits. The other chapters can be read about in the summaries found in the last chapter of the book.

**Chapter 1–"Basic Concepts"**

1. What is the author's definition of *culture*?

2. What is the difference between a *stereotype* and a *generalization*?

3. Why should you **NOT** consider Asians or Hispanics as single ethnic groups?

4. What *values* does the American culture seem to emphasize and how do they impact the health care system?

5. What is the difference between *real* values and *ideal* values?

6. Explain the concept of world view. What assumptions are involved in one's world view?

7. What are the "*emic*" and "*etic*" perspectives?

8. From the perspective of providing health care, what is the difference between "ethnocentrism" and "cultural relativism"?

9. Why is "time orientation" important when considering health care?

10. What social structures have impact on health care?

11. What family structures impact health care?

12. What is disease etiology? If most Americans believe that germs cause disease, what do other cultures believe about disease?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

13. What two things must we keep in mind regarding disease etiology?

______________________________________________________________________

______________________________________________________________________

14. Why do cultural customs outlast any practical need for the custom?

______________________________________________________________________

______________________________________________________________________

## Chapter 2–"Communication and Time Orientation"

This chapter outlines some of the problems that can arise because of the very different communication styles and time orientations that exist from culture to culture. The goal of the chapter is to help eliminate some of the confusion and annoyance that health care providers feel because they do not understand these different communication styles.

From the examples given for each of the areas below, provide generalizations that health care providers should follow.

a. **The Interpreter**___________________________________________________

______________________________________________________________________

b. **Eye Contact**________________________________________________________

______________________________________________________________________

c. **Idioms**_____________________________________________________________

______________________________________________________________________

d. **Another English**

e. **"Boy"**

f. **First Names**

g. **Values and "Yes"**

h. **Pronouns**

i. **Gestures**

j. **Demeanor**

k. **Expression of Pain**

l. **Stoicism**

m. **Refusal to Talk**

n. **Privacy and Personal Matters**

o. **Time Orientation**______________________________

______________________________________________

**Chapter 3–"Religion and Beliefs"**

Religious beliefs and practices can be sources of conflict and misunderstanding. The writer urges health care providers to work with a patient's beliefs, rather than against them.

From the examples for each of the sections below, provide generalizations that health care providers can follow.

a. **Prayer**______________________________

______________________________________________

b. **Medical Procedures**______________________________

______________________________________________

c. **Refusing Blood**______________________________

______________________________________________

d. **Abortion**______________________________

______________________________________________

e. **Holy Days**______________________________

______________________________________________

f. **Religious Symbols**______________________________

______________________________________________

g. **Evil Eye**______________________________

______________________________________________

h. **The Garment**______________________________

______________________________________________

i. **Muslim and Arab Dietary Practices**

j. **Kosher Dietary Practices**

k. **Dietary Practices: Hot and Cold**

l. **Food Preferences**

m. **Dietary Problems**

n. **Witchcraft**

o. **Lucky and Unlucky Numbers**

p. **Astrology**

q. **Gypsy Customs**

After reading Chapter 8, Conclusion, discuss the following topics or write out answers in your journal:

1. Why should the Western health care system adapt to the needs of other cultural groups?

2. Give examples of clients/patients that you have treated who have different cultural backgrounds than yours. Identify specific situations that caused difficulty or confusion. How did you resolve the problems caused by these cultural differences? Or could you?

______________________________________________________________

______________________________________________________________

## *TITLE:*

Discussing Ethical Issues

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To understand that ethical issues impact caregiving

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary using a medical dictionary
3. To answer questions based on the reading
4. To identify the ethical issues that should be discussed with caregivers
5. To problem-solve to resolve an ethical dilemma
6. To research the policy of your employer regarding the ethical dilemma described in this article

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# DISCUSSING ETHICAL ISSUES

## *Role of the Caregiver*

As a caregiver you are often confronted with ethical issues. You may not have to make a decision personally, but as part of the health care team your input may be valuable. You should also be knowledgeable about ethical issues as they arise within the health care team.

Read the article "***Developing a Nursing Ethics Roundtable***" in American Journal of Nursing, January 1997, pp. 36-38. Although this article presents a hospital setting for establishing such a roundtable and does not develop the role of the nursing assistant, the concepts of this article can be applied to other health care settings; your knowledge of ethical considerations is important since you are often the front-line caregiver.

### I. Before You Read

If you have had training in ethical issues related to health care, describe what that training has included and what you learned from the training.

**OR**

If you have been involved in a discussion of an ethical issue related to health care at your place of employment, describe what you learned from that discussion.

### II. As You Read

A. Use a medical dictionary to get an understanding of these terms:

1. anteroseptal myocardial infarction______________________________
2. chronic polynephritis______________________________
3. nephrectomy______________________________
4. transient ischemic attacks______________________________
5. diaphoretic______________________________
6. dyspneic______________________________
7. bilateral infiltrates______________________________
8. cyanotic______________________________
9. pitting edema______________________________

B. Answer these questions:

1. What was Ms. Everett's condition, and what did she want to do as a result of it?

2. What was the ethical dilemma in this case?

3. What are the purposes of an ethical roundtable, separate from the facility medical ethics committee?

4. What kinds of issues are appropriate for the roundtable?

5. What kinds of issues are inappropriate for the roundtable?

6. What is a major benefit of the roundtable format?

## III. After You Read

Describe how you would resolve the ethical dilemmas of Ms. Everett's case. Is she competent to make an informed decision? Would you have sided with the nurse Ann or with the doctor and the daughter? Why? What is the policy of your institution in such cases as Ms. Everett's?

## *TITLE:*

An Abusive Patient: Legal and Ethical Issues

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To understand the legal and ethical issues faced by
caregivers in treating abusive clients/patients

## *OBJECTIVES:*

1. To read for information
2. To identify the kinds of abuses caregivers encounter
3. To summarize the various segments of the article
4. To summarize the legislation regarding patient rights
5. To explain the ethical issues of the patient-provider relationship
6. To differentiate legal and ethical issues as they relate to abusive patients
7. To research your employer's position on abusive patients/clients
8. To complete the test with the article

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## AN ABUSIVE PATIENT: LEGAL AND ETHICAL ISSUES

### *Role of the Caregiver*

You will be reading an American Journal of Nursing article called "***The Abusive Patient: Where Do You Draw the Line***?" by Mary Bess Zollo and Arthur Derse in the February 1997 issue on pages 31-36.

**Before You Read**

In your journal describe the kinds of abuses caregivers encounter when dealing with patients/clients. Use fictitious names if you write about specific patients/clients.

**As You Read**

The writers outline the essay at the beginning. As you read, summarize the various segments of the outline.

A. The Case of Mr. Moore: History of violence and belligerence

B. The History of Civil Rights legislation

   1. Civil Rights Act of 1964

2. Rehabilitation Act of 1973

3. 1990 Americans with Disabilities Act

C. What the Legislation Means to Mr. Moore's case

D. Nature of the Patient-Provider Relationship: Ethical Issues

E. Conditions for Termination of Treatment

F. Appropriate Course of Action: What the Ethics Team Can Recommend

**After You Read**

1. Explain the difference between *legal* and *ethical* issues as they relate to the care of abusive patients/clients.

2. Explain what your employer says about legal and ethical issues involved in determining whether the risk of physical harm to the staff outweighs a patient/client's right to treatment.

3. Take the test on page 36 and discuss the answers with the instructor and other members of the class.

## *TITLE:*

Health Care Ethics

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To problem solve with a supervisor how to resolve ethical dilemmas presented in various scenarios

## *OBJECTIVES:*

1. To explore health care ethics
2. To discuss several case studies with your supervisor
3. To problem solve with your supervisor to resolve the ethical dilemmas of the case studies

# HEATH CARE ETHICS

## *Role of the Caregiver*

The book Heath Care Ethics: Principles and Problems by Thomas Garrett, Harold Baillie, and Rosellen Garrett (Prentice Hall, 1993, second edition) is an excellent book for exploring the principles and problems of ethical issues relating to health care. You are encouraged to read various chapters in the book with the instructor's guidance. What this learning activity packet asks you to do, however, is to analyze some of the following cases that present an ethical dilemma that you and your supervisors need to discuss. Choose the ones that seem most germane to your caregiving situation. With your supervisor, explore the answer that your employer would apply to the cases chosen. (If there is insufficient room for writing on this paper, use a separate sheet for the answer.)

| Topic/Page #'s | Case # | Your Resolution |
|---|---|---|
| Informed Consent / 50-51 | 2 | |
| | 3 | |
| | 4 | |
| Surrogate Decision/ 73 | 2 | |
| Home Health Nurse/ 75 | 7 | |
| Nursing Home Staffing/ 76 | 11 | |
| Mental Retardation/ 77 | 13 | |

| | | |
|---|---|---|
| Rationing Health Care/. 103 | 2 | |
| Dying/ 123 | 2 | |
| Physician Conceals Truth/ 124 | 4 | |
| Suspected but Unreported Child Abuse/ 126 | 11 | |
| Death and Dying/ 152 | 1 | |
| | 2 | |
| Enforcing Standards/ 257 | 1 | |
| 259 | 5 | |
| Research on Patients/ 284 | 2 | |

## *TITLE:*

Therapeutic Touch

## *ISSUE:*

Role Of The Caregiver

## *GOAL:*

To explore therapeutic touch as a
complementary modality in caregiving

## *OBJECTIVES:*

1. To read an article from American Journal of Nursing
2. To define vocabulary from contextual clues
3. To answer questions based on the reading
4. To explain how therapeutic touch is a form of nonverbal communication
5. To evaluate the benefits of therapeutic touch in your caregiving

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# THERAPEUTIC TOUCH

## *ROLE OF THE CAREGIVER*

I. Pre-Reading: When someone uses the expression, "laying on of hands,", what is your reaction:

II. Read "Discover the Healing Power of Therapeutic Touch" by Rochelle B. Mackey from the American Journal of Nursing, April 1995, pp. 27-33.

### A. VOCABULARY WORDS

- complementary
- modality
- postulate
- prana
- human physiology
- subtle bilateral difference
- intentionality
- analgesic
- edematous
- dyspnea
- potentiate

**B.** Define therapeutic touch:

**C.** What are the four basic steps to practicing therapeutic touch?

**D.** How long does the process last?

**E.** Why do you think therapeutic touch "amplifies your feeling of wellness?" (p. 28)

**F.** How do you sense differences in the energy field of a patient?

**G.** What is the goal of treatment (therapeutic touch)?

**H.** How might a patient feel during treatment?

**I.** Give an example from the article that illustrates the power of therapeutic touch.

J. In what ways is therapeutic touch also a form of nonverbal communication?

K. Does the current research on therapeutic touch offer conclusive evidence that it is beneficial to the patient?

III. Take the quiz at the end of the article. You may use your notes and the article.

IV. Post-Reading: After reading the article, do you see therapeutic touch as "faith healing" or as a potent complementary modality? Explain.

## III. INTERPERSONAL ISSUES

- a) Communication - Kinds of Communication
- b) Communicating With An Elderly Client
- c) Communicating With A Dementia Patient
- d) Communicating With Dementia Clients
- e) Dealing With Supervisory Demands
- f) Job Interview
- g) Performance Evaluation - Self Evaluation
- h) Business Letters/Writing Memos
- i) Telephone Communication
- j) Communicating Skills Test
- k) Speaking Strategies
- l) Non-Verbal Communication
- m) Helping Skills
- n) Your Attitude Counts #1
- o) Your Attitude Counts #2
- p) The Work Ethic
- q) Developing Interpersonal Skills: Coping with Anger and Client Behavior
- r) Anger and Stress in Clients
- s) Communication Skills and Problem Solving Skills Needed in Working with Difficult People
- t) Dealing With Angry Clients
- u) Communicating with Patients Who Feel Obligated To Suffer
- v) Case Study - "Walk In The World For Me"
- w) Case Study - "The Breath of Life"
- x) Coping With Death and Dying

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y) The Stages of Dying

z) Communication Strategies With The Dying

aa) Dealing with Death and Dying

bb) Dealing with Death

cc) Death and Dying

dd) Coping With Grief, Dying and Death

ee) Understanding Cultural Diversity In Caring for Patients

ff) Understanding the Hispanic Culture

gg) Exploring The Internet

## *TITLE:*

Communication

## *ISSUE:*

Interpersonal

## *GOAL:*

To evaluate appropriateness of various communication situations

## *OBJECTIVES:*

1. To record speaking activities, listening activities, writing activities, and reading activities.
2. To organize situations in a chart to visualize quantity of each kind of communication.
3. To answer questions about communication scenarios.
4. To problem solve communication dilemmas.
5. To evaluate the appropriateness of communication strategies.
6. To evaluate your own communication strategies.

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# ***COMMUNICATION***

**KINDS OF COMMUNICATION:**

Make a record of your communication activities for a day. You may organize your record as it appears below.

Date:____________________________

| COMMUNICATION ACTIVITY | DESCRIPTION OF SITUATION |
|---|---|
| Speaking | |
| Listening | |
| Writing | |
| Reading | |

# ***COMMUNICATION***

## LISTENING:

Read the following scenario of a conversation between the supervisor Brenda and Susan, a newly hired home health aide.

**Brenda:** Let me give the rundown on what you should know about dealing with our elderly clients.

**Susan:** I've done this kind of work when I lived in Pennsylvania, so I know what to expect. I know that these people can be very demanding and expect a lot of us.

**Brenda:** Susan, I know that you can do the job of a home health aide because of your previous training and experience. I just want to let you know how this agency expects you to deal with our clients.

**Susan:** Like I said, I have experience with these old people. At my previous job, some of them were so picky about every little thing. Or they would get angry at me and yell at me for no reason whatsoever. I finally had to tell a few of them to get off my back.

**Brenda:** (*growing impatient*) Susan, that is exactly what I need to talk to you about. . .

**Susan:** Well, you don't have to set me straight on any of this. I have had more than enough experience with these clients. You don't have to worry about me.

**Brenda:** (*becoming angry*) Look, Susan, let's get one thing clear right now. When I've got something important to tell you, that will help you cope with this job, just listen to me until I'm finished!

**Susan:** OK, but you don't have to get mad about it. Now what's so important about the treatment of clients on this job? (*Susan looks down at her shoes.*) I'm listening.

**For Discussion and Writing in your Journal:**

1. Why did Brenda have trouble communicating with Susan?

2. What should Susan do to become a better listener?

3. What was Brenda trying to explain to Susan? Why was this important for Susan to know?

4. Comment on the italicized statements. Should Brenda have shown emotion in the conversation? What does Susan's nonverbal response show about her way of coping with the situation?

5. Why are communication skills often as important as technical skills in doing a job well?

6. How does your employer want you to treat their clients?

# COMMUNICATION

## GOSSIPING:

Analyze the following overheard conversation between two health aides.

**Denise:** You know Lisa, that health aide they hired several months ago, gets on my nerves. She's always in a bad mood. Whenever I speak to her she just turns her head like I was invisible or something. She has a real problem.

**Sheila:** She seems all right to me. (*Trying to change the subject*) Who are your clients today?

**Denise:** Anyway, my neighbor used to date Lisa. She dropped him because he didn't spend enough money on her. She just uses people.

**Sheila:** Like I said before, Denise, I don't have a problem with Lisa. And besides. . .

**Denise:** Well, I do. Sure she puts a smile on her face for the boss. But I can see right through that act, even though the boss obviously falls for it. She's been here only a couple of months and already she's talking about bettering herself. Well, I'm the one who deserves more credit than she does. After all, when I ask our clients who have had Lisa which of us they like better, they always say they like me better!

**Sheila:** How could you do that? That's frowned upon.

**Denise:** Well, it wasn't exactly that I solicited the information. You know old Mrs. Werner who always complains about everyone. One day she happened to say that the aide Lisa from the day before forgot to change her bed and that she hoped I would take care of it since she thought I would do a better job than Lisa anyway.

**Sheila:** So what did you say to Mrs. Werner?

**Denise:** I just told her that Lisa was not very good at her job and that I would help her out this one time if she would tell my supervisor how good I was.

**Sheila:** How could you!

### For Discussion and Writing in your Journal

1. How is Denise, the speaker, insensitive to Sheila, the listener?

2. What topics of conversation should not be discussed with coworkers? Why?

3. What would you do if someone at your job started gossiping about one of your coworkers?

4. How should Denise have handled the situation with Mrs. Werner? Why?

5. How are work friends different from personal friends?

# ***COMMUNICATION***

## COMMUNICATION MISUNDERSTANDING:

Think of a conversation in which you had a misunderstanding with another person, and analyze the situation using these questions:

1. Who was the other person?
2. What was the subject of the conversation?
3. Where did the conversation occur?
4. What caused the communication breakdown? (See * note below)
5. How did these causes interfere with the communication process?
6. What could have solved this problem?
7. Try to see the misunderstanding from the other person's point of view. Describe how the other person felt during the disagreement. Explain how you would handle the situation if it were to happen again.

**Sometimes emotion gets in the way of clear communication, especially if a topic is emotionally charged. Then, too, one of the people in the conversation could be rude or insensitive. At other times the message itself may not be clear because of a lack of understanding of terms or because the language used is not precise enough.

# COMMUNICATION

## NON-VERBAL COMMUNICATION:

Read the following story and answer the questions about nonverbal communication.

> Janine, a health aide, was attending a staff meeting. The supervisor had been speaking for twenty minutes about the need for more stringent asepsis guidelines to be followed. Janine was very much in favor of following the guidelines and was eager to get to her next client. However, she felt that the supervisor was wasting time explaining and justifying the asepsis guidelines. After all, she thought that everyone should be aware of the guidelines.
>
> Janine slouched lower in her seat and put one foot up on an empty chair. She examined her fingernails, pulled an emery board from her purse, and began to file her nails. As the supervisor talked on, Janine looked at her watch, raised her eyebrows, and sighed loudly.

### For Discussion and Writing in your Journal

1. What nonverbal signals did Janine send? Describe her expressions, gestures, and body positions.
2. How do you think the supervisor interpreted Janine's nonverbal signals?
3. Did Janine's nonverbal communication truly reflect her overall attitude toward the job? Explain.
4. How might Janine have nonverbally communicated a more positive attitude during the meeting?
5. What nonverbal communication signals do you use most often when you are disgusted? pleased?

## *TITLE:*

Communicating With An Elderly Client

## *ISSUE:*

Interpersonal

## *GOAL:*

To communicate effectively with an elderly client

## *OBJECTIVES:*

1. To analyze a scenario from two different points of view
2. To problem solve the appropriate way to communicate with an elderly client
3. To apply the scenario to the job

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# ***COMMUNICATION***

## COMMUNICATING WITH AN ELDERLY CLIENT:

Dealing with clients can be frustrating for a number of reasons. Below is a scenario between Debbie, the home health aide and Mrs. Jones, an infirm, elderly client who is obviously upset with her frailties, her loss of independence, and the invasion of her privacy. Look for ways in which Debbie did not handle the situation with Mrs. Jones very well.

**Debbie:** Look, Mrs. Jones, it's my job to help you brush your teeth right now. So let's get in that bathroom this instant.

**Mrs. Jones:** (*agitated*) I can't stand having you touch me. I used to be able to take care of my own teeth.

**Debbie:** I don't have all day to spend with you. I have other clients to see today, you know.

**Mrs. Jones:** (*angry*) Well, go see them and leave me alone!

**Debbie:** Maybe I will. That would serve you right! You always act like I'm dirt. I don't get treated like this by Mr. Smith, your neighbor. He is always glad to see me and doesn't want me to leave. In fact, I do everything for him, including bathing him and he never seems to mind. What is your problem?

**Mrs. Jones:** Well, I've never been talked to in such a way by any of the other aides. They always try to cajole me into doing what they've been assigned. What's wrong with you?

**Debbie:** (*exploding with anger*) What's wrong with me! It's you that has the problem, lady, and I don't have to take this abuse. Get yourself one of the other aides to take care of you!

### For Discussion and Writing in your Journal

1. Mrs. Jones expresses agitation and anger. What is she really trying to convey to Debbie? Examine her statements again to see what her rudeness is really conveying.

2. What is wrong with Debbie's initial approach to Mrs. Jones?

3. a) What other things does Debbie do wrong in handling the client?
   b) What advice would you give Debbie about handling Mrs. Jones?

4. What makes Mr. Smith an ideal client in Debbie's mind? What makes an ideal client in your mind?

5. From your own experiences, what kinds of clients have you met? How have you dealt with each kind?

## *TITLE:*

Communicating With A Dementia Patient

## *ISSUE:*

Interpersonal

## *GOAL:*

To evaluate the appropriateness of a communication situation

## *OBJECTIVES:*

1. To identify inappropriate behaviors from a scenario.
2. To problem solve more appropriate behaviors.
3. To read a list of tips for communicating with dementia clients.
4. To compare your list of helpful communication strategies with the experts from Journal of Gerontological Nursing

# ***COMMUNICATION***

## COMMUNICATING WITH A DEMENTIA PATIENT:

Below is a dialogue between a home health aide and a client. Determine whether Phyllis, the aide, handled herself appropriately with the dementia client, Mrs. Keefer.

**Phyllis:** (*The TV is blaring*) It's time for me to take your vital signs.

**Mrs. Keefer:** Huh? Vital what?

**Phyllis:** You know I do this every time I come. Why do you think I come here?

**Mrs. Keefer:** What is your name?

**Phyllis:** I tell you who I am every time I come. You must try to remember. Now, lay your arm out flat so that I can put this blood pressure cuff on it. (*Mrs. Keefer puts her arm up in the air.*) Put your arm down and try to be more cooperative so that I can get my work done.

**Mrs. Keefer:** Did you know my father is coming for me to take me to church?

**Phyllis:** (*Getting agitated*) You just must be more cooperative. You know your father has been dead many years.

**Mrs. Keefer:** (*Visibly shaken and angry*) You are a nasty girl to say such a thing about my father. Mother will really be angry with you.

**Phyllis:** (*Grabbing Mrs. Keefer's arm and placing it roughly on the nearby table*) Now, hold still while I put this blood pressure cuff on you. I'm warning you--I'll not come back to see you any more if you don't cooperate better.

### For Discussion and Writing in your Journal

1. Identify all the things that Phyllis did wrong in trying to communicate with Mrs. Keefer.
2. List the things that are helpful to do in communicating with a dementia patient.
3. Compare your list with the list of tips provided in the reading that follows on "Breaking the Barriers."

# COMMUNICATION

## COMMUNICATING WITH A DEMENTIA PATIENT

***DEMENTIA: BREAKING THE BARRIERS.....Use these tips to help you communicate with a patient***

How can you better connect and communicate with a patient who has dementia? These tips from the *Journal of Gerontological Nursing* may help.

- **Avoid environmental distractions, such as noise and busy surroundings. You'll have an easier time keeping the patient's attention in a quiet area.**
- **Establish eye contact before addressing the patient. This will get his attention and help him focus on you and what you're saying.**
- **Avoid open-ended questions. Instead, ask questions that include limited choices, such as "Would you like to go for a walk or take a ride?"**
- **Avoid using pronouns. Instead, repeat the patient's name - or that of the person you're speaking about - each time.**
- **When giving instructions, break down tasks into simple steps and give one step at a time.**
- **Be redundant; repeat important points several times.**
- **Keep topics focused on situations the patient is familiar with or that he can observe directly.**
- **Be explicit about what you want the patient to understand. Instead of saying "Do I look as if I have nothing to do?" say "I'm too busy to talk now."**
- **Provide illustrations. Drawings and photographs give additional cues and make it easier for the patient to grasp meaning.**

## *TITLE:*

Communicating With Dementia Clients

## *ISSUE:*

Interpersonal

## *GOAL:*

To use the problem solving process in communicating with dementia clients

## *OBJECTIVES:*

1. To identify the problem solving process
2. To view a videotape and take notes for specific questions
3. To identify dysfunctional behaviors of dementia clients and appropriate caregiver responses
4. To apply the problem-solving process to job-specific scenarios
5. To apply the contents of the video to the scenarios

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# COMMUNICATING WITH DEMENTIA CLIENTS

## Problem Solving and Communication Skills

You will be viewing a Mosby Lifeline video called **"Caring for Persons with Dementia."** You should pay particular attention to the communication skills and techniques that the film stresses for dealing with dementia patients. After viewing the film you will be asked to do some problem solving that will involve using those communication skills.

### *Before Viewing*

Every day in our lives we face situations that require us to solve problems. Often we do not think about the process involved in problem-solving; at other times we actually go through a process within our own minds or with others with whom we may discuss a problem that needs solving. The steps in problem solving are these:

Step 1: Identify or define the problem
Step 2: Brainstorm possible solutions
Step 3: Consider the consequences involved in putting each solution in place
Step 4: Choose a solution
Step 5: Evaluate the consequences of the chosen solution

Here is a problem that needs a solution:

> Both you and your spouse have to be at work today. But your child, who is only seven, is sick and cannot go to school. You stayed home with your child the last time he was sick. Although it should be your husband's turn, he has to make a presentation to his boss today. There is no one at your place of employment who can take care of the clients you have for the day. Your mother, who sometimes babysits, is out of town.

Step 1: Identify/define the problem______________________________

____________________________________________

____________________________________________

____________________________________________

Step 2: Identify possible solutions______________________________

____________________________________________

____________________________________________

____________________________________________

Step 3: Identify the consequences of each solution

Step 4: Choose one solution and explain why you chose it

Step 5: Evaluate the consequence of the chosen solution

*View the Film*

As you view the film "**Caring for Persons with Dementia**," look for answers to the following questions:

1. What is dementia?

2. What are the causes of dementia?

3. What are some things that caregivers can do to cope with the dementia patient?

4. What are the communication techniques that should be practiced?

5. What are the nonverbal communication techniques that should be practiced?

6. List the dysfunctional behaviors sometimes exhibited by dementia patients and what you should do to stop each.

| **Dysfunctional Behavior** | **Caregiver Response** |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

7. What steps should a caregiver take to relieve the stress of caring for a dementia patient?

8. What are the keys to providing the best care for dementia patients?

## *After Viewing*

For each of the scenarios, follow the steps in the problem-solving process to arrive at a solution for the dysfunctional behaviors presented. Make sure that your solutions use the communication skills that the film stresses.

1. The last three times you have visited Mr. Jones, an Alzheimer's patient, in his home, he has been very agitated and upset. His wife has also been very upset by his behavior. She has indicated that he strikes her, particularly when she tries to give him his medication. Today when you visit the home, Mrs. Jones will be administering his medication, so that you will see his behavior first-hand. Indeed, when she approaches him with the glass of water and pill bottle, he begins to fling his arms wildly. He yells at his wife. In trying to knock the bottle of pills away, he strikes his wife in the face.

   Identify the problem and dysfunctional behavior:

   List possible solutions:

Choose the solution(s) you will try:______________________________

What communication skills will you need in implementing the solution(s)?__________

Give Mrs. Jones some coping strategies to use in the future:______________

What are the hoped for consequences?______________________________

2. Your latest dementia client, Mrs. Smith, has had a history of pacing or wandering around in circles. She lives with her son and his family. They are not particularly concerned about her behavior and do not watch out for her safety. The last time you were scheduled in the home, you found Mrs. Smith pacing in the fenced in back yard where there is a swimming pool. When you said something to the son about the danger, he asked you to make sure that his mother was always confined.

Identify the problem and dysfunctional behavior:

List possible solutions:

Choose the solution(s) you will try:

What communication skills will you need in implementing the solution(s)?

Give the son and his family some coping strategies to use in the future:________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

What are the hoped for consequences?______________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

## *TITLE:*

Dealing with Supervisory Demands

## *ISSUE:*

Interpersonal

## *GOAL:*

To problem solve how to handle supervisory demands

## *OBJECTIVES:*

1. To analyze a scenario involving unfair supervisory demands
2. To problem solve situations to supervisory demands, reasonable and unreasonable

# *COMMUNICATION*

## DEALING WITH SUPERVISORY DEMANDS:

How would you solve Lynn's problem?

It was two o'clock and Lynn had two more hours in which to see one last client for the day. She had stopped by the office at the request of her supervisor before going to her last client. She was eager to get home today because she and her husband and little girl were going out to a fancy Italian restaurant to celebrate her daughter's birthday. They had saved for this special dinner for several weeks.

Lynn had just stepped into the office when her supervisor Dorothy came to her.

"Lynn, I have a favor to ask," Dorothy said.

"What is it, Dorothy?" Lynn said.

"I really need you to work overtime tonight. Can you do it?"

"Well. . .I'm supposed to meet my husband and daughter for her birthday dinner tonight."

"Listen, Lynn, I don't ask this of you very often, so when I do, you know it's important. And to tell the truth, it won't look very good on your review if everyone else works overtime occasionally and you won't."

Lynn didn't know what to say. So many things ran through her mind. She had been hoping for a raise. If she didn't work overtime, that might ruin her chances. But she had made these special plans with her family. Dorothy never said a word about working extra hours until now! Why did she wait until the last minute to ask?

"But Dorothy, it's just this one time," Lynn said.

"Lynn, we're a team here. Are you on the team or not?"

### For Discussion and Writing in your Journal

1. Was Dorothy making a request or giving an order? Was the request fair?
2. What would you do if you were Lynn? What would you say to Dorothy? How would you explain the situation to your family?
3. What would you say or do if your supervisor made many unfair requests?

## *TITLE:*

Job Interview

## *ISSUE:*

Interpersonal

## *GOAL:*

To evaluate appropriateness of job interview responses

## *OBJECTIVES:*

1. To analyze a job interview scenario
2. To explain whether you would hire the applicant
3. To define terminology
4. To identify a situation where cooperation among supervisors and employees was important

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# ***COMMUNICATION***

## JOB INTERVIEW:

Larry is interviewing for the position of home health aide. In the script below, Sandy, the interviewer, is asking questions about Larry's former job.

**Sandy**: Larry, can you tell me why you left your job at Capable Caregivers?

**Larry**: Sure, my supervisor didn't know how to supervise people. I know she had it in for me from the start. She just didn't like having a male home health aide. She criticized everything I did. After a while, I just got fed up, so I quit.

**Sandy**: You know, that situation with your former supervisor concerns me. Do you have a problem getting along with supervisors or just female supervisors?

**Larry**: No problem, as long as they treat me fairly. My supervisor didn't like some of my coworkers, either. And they were all male, too. They disliked her, too, because she was always giving orders. As I said, she just didn't know how to supervise people.

**Sandy**: How did you get along with your coworkers?

**Larry**: Great, except for this one health aide. She was always asking me to cover a client for her, especially a client who lived over the county line. Of course, the supervisor never criticized her because she liked her. And, of course, I never got any brownie points for helping her out either.

**Sandy**: Well, Larry, here at our company teamwork is important. I expect everyone to cooperate with one another. There may be times when one aide needs to help another one with coverage, but that will come from this office. Do you have problems cooperating with the supervisor and other employees?

**Larry**: I know how to cooperate with other people, but it works two ways. Other employees have to cooperate with me, too.

### For Discussion and Writing in your Journal

1. During an interview, should a job applicant criticize a former supervisor? Explain.
2. If you were Sandy, would you hire Larry? Explain.
3. How do you define cooperation? Why is cooperation among supervisors and employees important?
4. Identify a situation as a home health aide or a companion where cooperation among supervisors and employees was particularly important.

## Frequently Asked Interview Questions

1. What jobs have you had? What were your responsibilities in these jobs?
2. Why did you leave these jobs?
3. What are your vocational or professional goals?
4. How much schooling do you have? What subjects did you like best?
5. How did you get along with your coworkers in previous jobs?
6. What do you know about our company?
7. Why do you want to work here? Why do you want this position?
8. Why do you think you're qualified for the job?
9. What kind of boss would you like to have?
10. Do you follow directions well?
11. Do you like working with others or by yourself?
12. What are your strengths and weaknesses at work?
13. Are you willing to work overtime? Are you willing to work evenings and weekends?
14. What was your salary on your last job? What salary do you want to earn here?
15. Can you provide references?

On your own paper, briefly write the answers to five of the questions above. Pretend you are being interviewed for your present job.

## *TITLE:*

Performance Evaluation - Self Evaluation

## *ISSUE:*

Interpersonal

## *GOAL:*

To use performance evaluations for positive results

## *OBJECTIVES:*

1. To answer questions on a self-evaluation
2. To record your accomplishments
3. To correct problem areas **before** a supervisor calls attention to them
4. To analyze a performance evaluation scenario
5. To identify negative responses to criticism
6. To evaluate "positive attitude" as important to performance evaluations
7.

# ***COMMUNICATION***

## PERFORMANCE EVALUATION - SELF-EVALUATION:

Performance evaluations have a number of purposes:

- to recognize an employee's past achievements
- to judge an employee's progress
- to identify an employee's strengths and weaknesses
- to suggest ways for improving performance

As an employee, you can learn to become more effective in doing your job and increase your chances of getting a raise or a promotion by paying attention to these evaluations. Below is a self-evaluation questionnaire designed to help you honestly assess your strengths and weaknesses. (You are the only one who will see this self-evaluation, but this is often helpful to complete before a supervisor evaluates you.) You should try to keep a written record of your accomplishments--job assignments you have completed especially well. In addition, take the initiative to correct problem areas before your supervisor calls them to your attention.

### Self-Evaluation Questionnaire

1. What job-related skills do you perform well?
2. What job-related skills do you want to improve?
3. Do you perform your assigned duties accurately?
4. Do you complete your assigned duties on time?
5. Do you consistently arrive at work on time?
6. Do you have a good attendance record?
7. Do you gossip or spread rumors?
8. Do you ask useful questions?
9. Do you actively participate at meetings?
10. Does your personal life interfere with your work?
11. Is your work area/material organized?
12. Do you limit the amount of time you spend socializing while on the job?
13. Do you support your supervisor's decisions?
14. Do you avoid conflicts with your supervisor and coworkers?
15. Are you willing to work overtime to help your supervisor or coworkers?

# ***COMMUNICATION***

## PERFORMANCE EVALUATION:

Helen is the supervisor for a home health agency. Amy, one of her home health aides, is very good with the clients. This is Amy's first job since getting her certification. Helen has frequently praised Amy on the quality of her work. Amy's clients have also complimented her and praised her to Helen. Despite Amy's technical skills, Helen believes that Amy has an "attitude problem." For one thing, Amy always brags to the other aides about the compliments she receives. Then, too, she complains about some of the "menial" tasks she is asked to do. She sometimes complains about having to cover for another aide. Notice how Amy became very defensive when Helen discussed these problems with her.

**Amy:** I'm the best aide you have. I'm never late for work. Why are you picking on me?

**Helen:** I'm not picking on you, Amy. I know you do excellent work with the clients. But you're missing my point. You need to improve your attitude. Your complaints about some of the tasks you are asked to do and having to cover for another aide occasionally have a negative effect on the other aides. You're being too demanding to expect not to be called upon to do what you call "menial" tasks or not to have to cover for another aide once in awhile.

**Amy:** (*rolling her eyes*) I bet the other aides have been talking to you behind my back. That figures. They're just jealous because the clients don't praise them. Just the other day, Mrs. Webber was telling me how she doesn't think Susan is a very good aide and how much better I am.

**Helen:** You're not listening, Amy! I'm discussing your attitude, not the other aides or clients.

### For Discussion and Writing in your Journal

1. Amy commits some classic mistakes in responding to the criticism of her supervisor. See if you can spot these three: negative nonverbal behavior, responding defensively, changing the subject.

2. Do you think Amy is too demanding? Give reasons for your answer.

3. Do you think a positive attitude is as important as technical skills in performing a job well? Give reasons to explain your answer.

## *TITLE:*

Business Letters/Writing Memos

## *ISSUE:*

Interpersonal

## *GOAL:*

To write correct business letters and memos

## *OBJECTIVES:*

1. To identify the parts of a business letter
2. To practice correct capitalization and punctuation
3. To incorporate given information into the appropriate format
4. To write an original letter of request
5. To analyze the tone, content, and format of a letter of complaint
6. To rewrite the letter of complaint to eliminate problems
7. To identify the parts of a business memo
8. To write a memo of request
9. To write a thank-you memo
10. To evaluate memos for clarity, conciseness, organization, and correctness
11. To rewrite where needed

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# ***COMMUNICATION***

## BUSINESS LETTERS - A:

Business letters are written for a number of reasons.

A. Look at the attached business letter on **Business Letter A** to see the various parts of a business letter. At the bottom of the sheet the various parts of the letter are identified. Below are those same parts of the business letter. Beside each one write out your explanation of what each part is.

**Heading:**________________________________________

**Inside address:**____________________________________

**Salutation:**______________________________________

**Body:**__________________________________________

**Complimentary close:**______________________________

**Signature:**______________________________________

Write the letter of the correct definition next to the term. When you finish, check your answers with a partner or the teacher.

___ 1. Heading
___ 2. Inside Address
___ 3. Salutation
___ 4. Body
___ 5. Complimentary Close
___ 6. Signature

a. the written message
b. a polite expression that concludes the letter
c. the letter writer's address and the date
d. the handwritten name of the letter writer
e. the word *Dear* followed by the name of the person receiving the letter
f. the name and address of the person receiving the letter

# ***COMMUNICATION***

## BUSINESS LETTERS - B-D

**B.** Read over the rules for capitalization and punctuation on the page labeled **Business Letter B1** and then complete the practice sheet labeled **Business Letter B2**, making all necessary corrections.

Read the rules for addressing envelopes and the abbreviations for the states as printed on the sheet labeled **Business Letter B3**.

**C.** Use the following information to write an appropriate business letter on your own paper. Please note that the information is not listed in correct order of use. Use the block style format for your letter.

1. The letter writer, Julie, uses the complimentary close: *Sincerely yours.*

2. Use today's date in the heading.

3. Julie is sending the letter to Sue Yingling who is a career counselor. She works at Home Care Challenge, Carroll Community College, 300 S. Center Street, Westminster, Maryland. Her zip code is 21157.

4. This is the body of Julie's letter:

*Paragraph 1:* Thank you for the lessons on stress management that you have been offering during our Home Care Challenge class. I have been able to put many of the ideas into practice and find that they actually work. I am interested in learning more about stress management and would like you to recommend particular books and articles that I could read.

*Paragraph 2:* I look forward to your response. Thank you for your help.

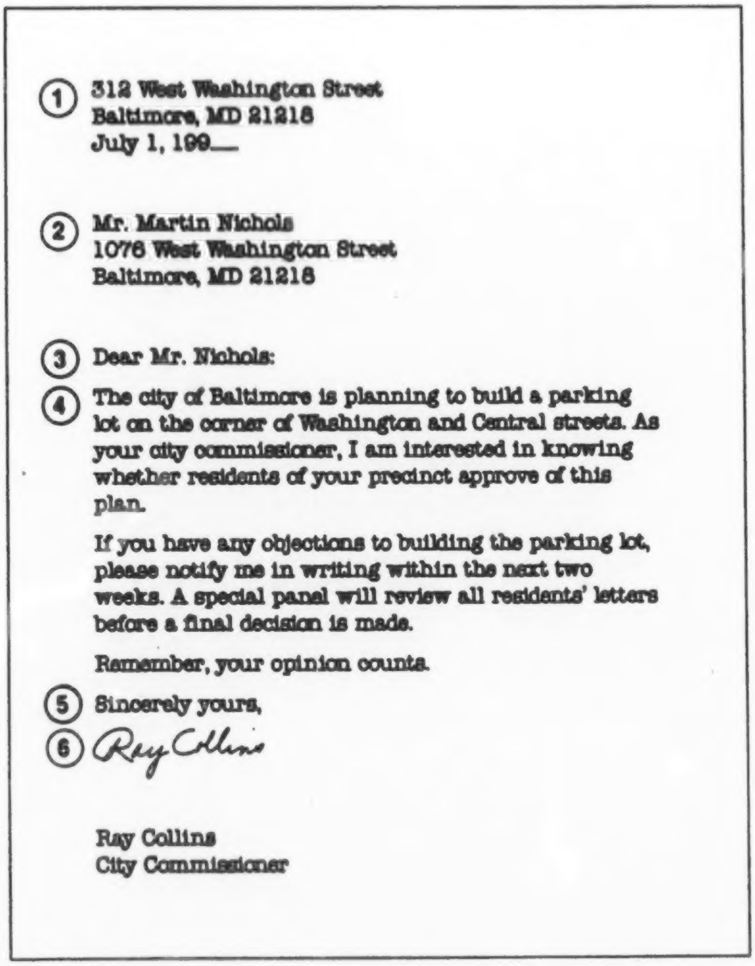
5. The letter writer is Julie Kramer. She lives at 462 North Shady Lane, Westminster, Maryland. Her zip code is 21158.

**D.** For this exercise, write an original letter of request. Although you already work for one of the participating agencies, for this exercise pretend that you do not. Write a business letter to the Westminster office of your employer requesting an employment application from the agency. Also express your interest in working for the agency.

# The Business Letter Format

The general appearance of a **business letter** is very important. A reader *sees* a letter before he or she reads it. A typed letter makes a better impression than a handwritten one. (If you do not type, ask you instructor for information on how to learn.) In any case, the letter should be neat and should follow a format.

The letter below is an example of a full-block format. Notice how the six essential parts of the letter are arranged on the page.



① 312 West Washington Street
Baltimore, MD 21218
July 1, 199__

② Mr. Martin Nichols
1076 West Washington Street
Baltimore, MD 21218

③ Dear Mr. Nichols:

④ The city of Baltimore is planning to build a parking lot on the corner of Washington and Central streets. As your city commissioner, I am interested in knowing whether residents of your precinct approve of this plan.

If you have any objections to building the parking lot, please notify me in writing within the next two weeks. A special panel will review all residents' letters before a final decision is made.

Remember, your opinion counts.

⑤ Sincerely yours,

⑥ Ray Collins

Ray Collins
City Commissioner

① **Heading**
② **Inside Address**
③ **Salutation**
④ **Body**
⑤ **Complimentary close**
⑥ **Signature**

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# Capitalization and Punctuation

As you already noticed, you should follow certain rules for capitalizing and punctuating the parts of a business letter. Apply the following **capitalization** and **punctuation rules** when you write a business letter.

**Capitalize**

- the words *North*, *South*, *East*, and *West* in the street address

  *Examples:* 421 North Broadview Avenue
  1001 South State Street

- the names of streets

  *Examples:* Winston Boulevard   Sheridan Road

- the names of cities

  *Examples:* Detroit   San Francisco

- the two-letter abbreviations for states

  *Examples:* MD (Maryland)   CA (California)

- the names of the months

  *Examples:* October 23, 199__   August 10, 199__

- the first word of every sentence

  *Example:* We have approved your credit card application for our store. You will receive your Bargain World credit card within two weeks.

- the first word only in the complimentary close

  *Examples:* Sincerely yours,   Truly yours,

**Use a Comma**

- between the city and the state

  *Examples:* Chicago, IL   Newark, NJ

- between the day of the month and the year

  *Example:* October 22, 199__

- after the complimentary close

  *Example:* Sincerely,

**Use a Colon**

- after the salutation

  *Examples:* Dear Mr. Brown:   Dear Ms. Hernandez:

**▼ Communication Tip**

Except for state abbreviations and Mr., Ms., and Mrs., avoid using abbreviations in business letters.

## ▼ Practice

**Most of the business letter parts below contain errors in capitalization, punctuation, spelling, or abbreviation style. Write the corrections on the lines provided. If there is no error, leave the line blank. You may use a dictionary.**

**1.** 432 N. Moss Rd. ____________
New orleans, LA 70119 ____________
September 6 199__ ____________

**2.** Mr. Jim Lowell ____________
Lowell's Muffler Shop ____________
6034 north Clark Street ____________
Louisville Ky 40201 ____________

**3.** Dear Mr. Lowell, ____________

**4.** Truely Yours; ____________

**5.** 120 w. Fulton avenue ____________
Dallas; TX 75080 ____________
november 3, 199__ ____________

**6.** Ms. Carol Andrews ____________
1400 West Bucaro Avenue ____________
Dallas TX 75080 ____________

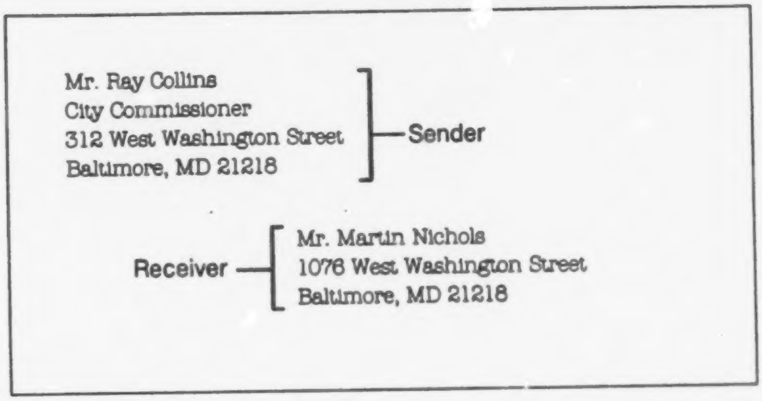
**7.** Dear Ms. Andrews; ____________

**8.** congratulations! you ____________
have just won a free ____________
trip to Jamaica. ____________

**9.** sincerely yours— ____________

# Addressing Envelopes

The person who receives your letter will notice the envelope first. Therefore, the appearance of your envelope is also important. Both the return address and mailing address should be neatly typed. (If you must write them, use printing, not cursive handwriting.) Type the return address in the upper left-hand corner of the envelope. Begin typing the mailing address in the center. The mailing address matches the inside address of your letter.



Mr. Ray Collins
City Commissioner
312 West Washington Street
Baltimore, MD 21218

Mr. Martin Nichols
1076 West Washington Street
Baltimore, MD 21218

You have probably already noticed that you use the state abbreviation for addresses both in the letter and on the envelope. For your reference, here is the U.S. Postal Service's list of state abbreviations.

| | | | | | |
|---|---|---|---|---|---|
| Alabama | AL | Kentucky | KY | North Dakota | ND |
| Alaska | AK | Louisiana | LA | Ohio | OH |
| Arizona | AZ | Maine | ME | Oklahoma | OK |
| Arkansas | AR | Maryland | MD | Oregon | OR |
| California | CA | Massachusetts | MA | Pennsylvania | PA |
| Colorado | CO | Michigan | MI | Rhode Island | RI |
| Connecticut | CT | Minnesota | MN | South Carolina | SC |
| Delaware | DE | Mississippi | MS | South Dakota | SD |
| District of Columbia | DC | Missouri | MO | Tennessee | TN |
| Florida | FL | Montana | MT | Texas | TX |
| Georgia | GA | Nebraska | NE | Utah | UT |
| Hawaii | HI | Nevada | NV | Vermont | VT |
| Idaho | ID | New Hampshire | NH | Virginia | VA |
| Illinois | IL | New Jersey | NJ | Washington | WA |
| Indiana | IN | New Mexico | NM | West Virginia | WV |
| Iowa | IA | New York | NY | Wisconsin | WI |
| Kansas | KS | North Carolina | NC | Wyoming | WY |

## ***COMMUNICATION***

### BUSINESS LETTERS - E

E. Sometimes you may need to write a business letter of complaint. The tone, however, may determine whether your letter receives a favorable reply. Following is a letter written by Michael Jensen to insurance agent, Sheryl Adams, in reply to her letter stating that his six-month premium of $500 for his auto insurance was past due and that if the company did not get his payment by the end of the month, his auto insurance policy would be terminated.

As you read Michael's letter, look for these things: an angry tone, inclusion of unnecessary details, repetition of certain facts, spelling and capitalization errors. Answer the questions that follow. Then rewrite Michael's letter to eliminate his problems.

16025 Meade Road
Westminster, MD 21157
July 12, 1994

Ms. Sheryl Adams
Safeway auto insurance company
2430 New Market Road
Baltimore, MD 21211

Dear Ms. Adams:

Why are you going to cancel my insurance policy #3674? Don't you know it's against Maryland law for a car owner not to have auto insurance? If I drive my car without insurance, I could get arrested. You wrote me a letter on July 10 saying I didn't pay my $500 premium, but I can prove that I did. You made the error, so make the correction.

I'm enclosing a copy of the canseled check I sent you. The amount on the check is $500. So you see, I did pay my check on time because the date on the check is June 13. My account number is 3674. Make sure your records show I paid the $500 premium.

Sincerly,

Michael Jensen

## PAGE #2
## BUSINESS LETTERS - E CON'T

Questions to Answer about Michael Jensen's letter.

1. List the words or sentences that show anger.
2. What are the unnecessary details?
3. What are the repeated facts?
4. What are the misspelled words?
5. What are the capitalization errors?
6. How would Sheryl Adams respond if she received this letter?
7. What would make a better ending to Michael's letter to ensure that the reader takes some action for him and that the writer can check on that action?

On your own paper, rewrite Michael's letter in block format and eliminate the problems noted above. Check your letter with a partner or the teacher by using these questions:

1. Is the reason for writing stated clearly and concisely?
2. Is the information complete and accurate?
3. Are important details included?
4. Does the letter show respect toward the reader?
5. Are all the necessary parts of the letter included?
6. Is the format correct?

## ***COMMUNICATION***

### WRITING MEMOS - A:

Business memos are an efficient way for employees to communicate with each other. The message is given added importance because you put it in writing. Memos serve to announce meetings, notify employees of changes in policy, give simple directions, or make requests. The memo form has two parts--the heading and the message. The heading consists of the following parts:

1. The TO line identifies the person or group of people to receive the memo.
2. The FROM line identifies the writer of the memo.
3. The SUBJECT line briefly tells what the memo is about.
4. The DATE line identifies when the memo is sent.

The message of the memo explains the subject line in more detail. The first sentence states the main idea, and other sentences provide more information or explanation related to the main idea.

**A. Sample Memo**

CAPABLE CAREGIVERS, INC.

INTEROFFICE MEMO

TO: All Employees

FROM: Judy Reilly

DATE: May 31, 1995

SUBJECT: Changes in Mail-Room Procedures

The mail room has changed its schedule for picking up outgoing mail. A mail clerk will collect the mail twice in the morning and twice in the afternoon.

| | |
|---|---|
| Morning Pickups: | 9:30 and 11:00 A.M. |
| Afternoon Pickups: | 1:30 and 4:30 P.M. |

The new schedule will go into effect on August 10, 1995.

QUESTIONS:

1. **Label the heading**
2. **Label the message**
3. **Why would you not include the following sentence in the memo?** *Incoming mail is sorted into different categories.*

# ***COMMUNICATION***

## WRITING MEMOS - B:

The following will give you practice at writing memos for situations that might arise at your workplace. Write them on a separate sheet of paper. Be sure to use the correct heading format.

### Situation 1: Request Memo

Ask your supervisor if you can take a personal day off to handle a private business matter. Be sure to specify the exact date of your absence in the memo.

### Situation 2: Thank-you Memo

Imagine your supervisor approved your request to take a personal day. Thank a co-worker who worked overtime to complete your work during your absence.

Meet with a partner and exchange your memos. Read each other's memos carefully. Evaluate the memos using the following questions: (you may write on each other's memos)

1. Is the heading complete and accurate?
2. Does the first sentence of the memo state the main idea?
3. Is the written message clear, concise, and well organized?
4. Is all important information included? Are there any unnecessary details that should be omitted?
5. Are all words spelled correctly?

If necessary, rewrite your memos, making the changes that would improve their quality.

## TITLE:

Telephone Communication

## ISSUE:

Interpersonal

## GOAL:

To evaluate communication "how to" using the telephone

## OBJECTIVES:

1. To compare speaking styles of personal and business calls
2. To compare listening styles of personal and business calls
3. To identify information you will need to have when making a business call for a client
4. To analyze a phone conversation scenario for improprieties
5. To compare two phone scenarios
6. To identify the characteristics of purposeful and efficient business phone calls

## ***COMMUNICATION***

### TELEPHONE COMMUNICATION - SPEAKING STYLES:

The telephone is an important means of communication. When you are talking face-to-face, you use your hands, your face, your voice, your entire body to communicate. But when you use the phone, you can't see body language or the look on the other person's face. Using the phone requires very clear speaking and active, focused listening. But just as you speak differently to a close friend and a business associate when you talk with them face-to-face, so also you may speak differently to a close friend and a business associate when you talk with them over the phone.

Think about one personal call and one business call you have made recently. Write down some of the differences in this chart.

| | **PERSONAL CALL** | **BUSINESS CALL** |
|---|---|---|
| Who I called | | |
| Preparation for the call | | |
| What I talked about | | |
| Speaking style--record some of the statements | (Informal word choice) | (Businesslike) |

1. How did you speak and listen during the business call?

2. Would you speak to friends and relatives the same way? Explain.

3. Pretend that you must call a drugstore for one of your clients to order a refill on a prescription. Outline the items you will want to be sure and cover, including these questions:
   a. How will you introduce yourself?
   b. Who specifically are you calling?
   c. Why are you calling?
   d. What information should you give?
   e. What questions do you need answered by the drugstore?
   f. How will the client get the refill?

# ***COMMUNICATION***

## TELEPHONE COMMUNICATION - HOW NOT TO:

Read and analyze the following phone conversation between home health aide Jake and Anna at Metro Appliance Store.

**Anna:** Hello, Metro Appliance Store, Anna Wong. May I help you?

**Jake:** Yeah. Do you know that order for a refrigerator for one of elderly clients?

**Anna:** Who is calling, please?

**Jake:** Oh, right. This is Jake DeWitt. I'm a home health aide for Mrs. Anderson. Anyway, her daughter had been in your store last week and ordered a refrigerator for Mrs. Anderson.

**Anna:** Mr. DeWitt, do you have the paperwork that was filled out on the order? I will need Mrs. Anderson's full name, her daughter's name, and the address on the bill of sale.

**Jake:** (*rummaging through the papers on Mrs. Anderson's desk*) I just saw the bill of sale on this desk a minute ago. Hang on while I look around. (*One minute later*) Nope, can't find it. Anyway, Mrs. Anderson's daughter asked me to call today to cancel the order because Mrs. Anderson will soon have to go to a nursing home. I guess she won't need a refrigerator there, do you think?

**Anna:** I would like to help you, Mr. DeWitt, but we file our sales receipts under the name of the purchaser. Can you give me the daughter's last name?

**Jake:** I only know her first name is Louise. She has a different last name from her mother. Mrs. Anderson is sleeping now, and I don't want to get her up. She is easily confused.

**Anna:** Can you please call back with the information?

**Jake:** (*annoyed*) OK, OK. I'll call you back. I don't know why you can't find the information by some other means. All I want to do is cancel the stupid order. Good-bye.

### For Discussion and Writing in your Journal

1. Who is responsible--Anna or Jake--for the communication problems that occurred during the phone conversation? Why?

2. Did Jake plan his phone call in advance? What could he have done to be prepared to make this call for Mrs. Anderson's daughter?

3. Should Jake have told Anna about Mrs. Anderson going into the nursing home? Give reasons to explain your answer. What other things did Jake say that were unnecessary?

# ***COMMUNICATION***

## TELEPHONE COMMUNICATION - HOW TO:

Compare the following phone conversation with the last one.

**Anna:** Hello, Metro Appliance Store, Anna Wong. May I help you?

**Jake:** Yes, this is Jake DeWitt, home health aide for Mrs. John Anderson of 8611 Ben Hur Way, Westminster. I am calling for Mrs. Anderson's daughter, Louise Willis, who was in your store last week and ordered a refrigerator for Mrs. Anderson, to be delivered this coming Friday.

**Anna:** Just one minute, please, while I retrieve the order from my computer. (*a few seconds pass*) Yes, I have the order on my screen. How can I help you?

**Jake:** Mrs. Willis will have to cancel that order because her mother will not need the refrigerator. Her plans have changed.

**Anna:** I appreciate your notifying me. I'll process the cancellation right away.

**Jake:** Thank you for your help. Good-bye.

**Anna:** You're welcome. Good-bye.

### For Discussion and Writing in your Journal

1. Did Jake efficiently use the time he spent talking to Anna? Explain.
2. How was this conversation different from the other one?
3. How would you describe Jake's manner on the phone?
4. What are the guidelines for initiating purposeful and efficient business phone calls?

## *TITLE:*

Communication Skills Test

## *ISSUE:*

Interpersonal

## *GOAL:*

To summarize skills learned about communication

## *OBJECTIVES:*

1. To write a letter of request
2. To write a letter of complaint
3. To rewrite a scenario for effective communication with a dementia client
4. To write 3 or 4 factual, objective statements about a client's condition

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# COMMUNICATION SKILLS TEST

I. Your client, Mrs. Lola Bankhead, has asked you to write a letter requesting that L.L. Bean send her their Spring Sporting Catalog so that she can order items for her son and his family. Use the block format for the letter. The address for Bean is:

L.L. Bean, Inc.
Freeport, Maine 04033

Be sure to use Lola's name and address, not yours.

II. Your client, Mrs. Lola Bankhead, has also asked you to write a letter to her book club about a charge for a book she did not order. Here are the facts for you to consider as you write the letter:

1. April 5--she received book, Medical Miracles from
   Argus Book Club
   540 S. Linden Street
   Decatur, Illinois 62526
2. April 7--had her son return book by registered mail unopened
3. May 5--she got a bill for $15.95 for the book
4. May 8--she had her daughter write a letter to the book club explaining the situation
5. June 5--she got a second bill for $15.95 for the book

Use the block format for your letter. Be sure to use Lola's name and address and not yours.

III. Rewrite the dialogue between the home health aide and the dementia client that you worked with earlier and is here reprinted. You only have to rewrite Phyllis's comments and actions using the tips that would help her communicate more effectively with Mrs. Keefer. The conversation is on the next page.

**Phyllis:** (*The TV is blaring*) It's time for me to take your vital signs.
**Mrs. Keefer:** Huh? Vital what?
**Phyllis:** You know I do this every time I come. Why do you think I come here?
**Mrs. Keefer:** What is your name?
**Phyllis:** I tell you who I am every time I come. You must try to remember. Now, lay your arm out flat so that I can put this blood pressure cuff on it. (*Mrs. Keefer puts her arm up in the air.*) Put your arm down and try to be more cooperative so that I can get my work done.
**Mrs. Keefer:** Did you know my father is coming for me to take me to church?
**Phyllis:** (*Getting agitated*) You just must be more cooperative. You know your father has been dead many years.

**Mrs. Keefer**: (*Visibly shaken and angry*) You are a nasty girl to say such a thing about my father. Mother will really be angry with you.

**Phyllis**: (*Grabbing Mrs. Keefer's arm and placing it roughly on the nearby table*) Now, hold still while I put this blood pressure cuff on you. I'm warning you--I'll not come back to see you any more if you don't cooperate better.

IV. From Mrs. Keefer's part in the dialogue above and from the blood pressure that was to be taken, write three or four objective, factual statements about her condition.

____________________________________________________________

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## *TITLE:*

Speaking Strategies

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop the appropriate ***What*** and ***How*** of speaking on the job

## *OBJECTIVES:*

1. To identify appropriate speaking habits
2. To identify appropriate speaking strategies
3. To identify appropriate topics of conversation
4. To identify occasions for speaking
5. To compare two accounts of an accident for usefulness, clarity, and appropriateness
6. To outline the giving of directions to a trainee
7. To role play giving the directions
8. To role play being an active listener
9. To evaluate each other as speaker and listener

# COMMUNICATION

## SPEAKING STRATEGIES

Speaking skills are very important in your job. In fact, you probably do more speaking than writing. Knowing **WHAT** to say and **HOW** to say it are crucial to your performance evaluation.

### I. *Speaking Tips*:

The following exercise will help you determine what speaking habits make you a better listener and thereby complete the communication circle of understanding. Those same speaking habits should therefore become ones that you try to emulate.

Think about conversations with coworkers and supervisors. When listening to them, what speaking habits do you appreciate? Finish these sentences:

1. I enjoy listening to a person who________________________________________

   ________________________________________________________________

2. I can tell the speaker knows what she's talking about when____________________

   ________________________________________________________________

3. I can tell the speaker is paying attention to me when________________________

   ________________________________________________________________

What speaking habits bother you? Finish these sentences:

1. I get impatient with a speaker when____________________________________

   ________________________________________________________________

2. I stop paying attention when the speaker_______________________________

   ________________________________________________________________

3. I have trouble listening to someone who_______________________________

   ________________________________________________________________

**Speaking Tips:**
- Be clear and brief--be precise
- Say what you mean--use words listeners will understand
- Respond to listeners--let them comment and ask questions

## STRATEGIES FOR EFFECTIVE SPEAKING:

- *Step 1*: Select your topic--Identify what you want to talk about. What do you want the listener to know or do?
- *Step 2*: Analyze your audience--Determine what the listener already knows about the topic. Understanding the listener will help you adapt your choice of words and your explanation of details to match the listener's knowledge of your topic.
- *Step 3*: Plan the message--Decide what main points you need to make. Find a clear order in which to present them.
- *Step 4*: Send the message--Speak at a comfortable rate. Speak clearly and distinctly. Maintain eye contact so the listener knows you are concerned that he or she is getting the message. Emphasize key points with signal words and by repeating or restating them.
- *Step 5*: Encourage the listener's response--Invite the listener to ask questions or to comment.

## APPROPRIATE TOPICS FOR CONVERSATION:

There are many occasions for social conversations on your job. When talking with clients, their family members, co-workers, and supervisors, follow these guidelines.

- Choose appropriate topics of conversation: You should NOT discuss personal problems on your job. As a rule, try to separate your private life from your professional life. Also, you should consider beforehand whether or not a certain topic of conversation will hurt or offend someone or even make you seem like a less desirable employee.
- Avoid gossip: Gossiping about coworkers or clients damages work relationships and may cause others to lose respect for you. Generally, gossip consists of distorted, inaccurate messages.
- Speak politely to all with whom you come in contact regardless of your personal feelings: Just as there are people you will like on your job, there will be people you may dislike. Your conversations should NOT reveal negative feelings you may have about employees or clients.

## II. *Occasions for Speaking*:

Why we speak to other people can be very enlightening. The following reasons are already familiar to you:

a. Sharing an experience with another person
b. Commenting immediately about something you see, hear, touch, taste or smell
c. Solving a problem
d. Reporting or getting information
e. Asking or urging a person to do something
f. Exchanging opinions or feelings
g. Showing polite interest in another person

Read each situation below and match it with the appropriate occasion for speaking above. (More than one may apply.)

1. Nellie tells Mr. Smith that she's glad to see him back home after his operation. ____

2. Your supervisor tells the secretary to hold all calls while she checks your reports. ____

3. You and your husband talk about rearranging your schedules so one of you will be able to take the children to school each morning. ____

4. On the way to a client's home, you must stop and ask a gas station attendant for directions. ____

5. When Julie enters the apartment, she tells Ms. Noonan that she smells smoke. ____

6. In a meeting of aides and their supervisor, Anna tells everyone that Mrs. Jones had increased difficulty getting out of bed when she tried to perform personal care functions with her. ____

7. You explain the procedures to follow for giving Mrs. Angelo a bed bath to a new hire. ____

8. When you run into a coworker at the mall, you tell her that you saw the most beautiful dress in Leggett's. ____

9. You explain to the client, Mrs. Smith, and her daughter who is visiting her the procedure for range-of-motion exercises you are about to perform for Mrs. Smith. You tell Mrs. Smith that she should try to walk a bit farther today since she did so well yesterday. ____

### III. *What and How of Speaking*:

Read and analyze the following eyewitness accounts of a hit-and-run accident to see the importance of **WHAT** is said and **HOW** it is said.

**A.** *Officer, I was in the parking lot when the accident occurred. I've gone over in my mind everything I saw, and I'll tell you all I remember.*

*First, that woman standing over there was slowly pulling out of her parking space. She was driving the yellow Chevy. Suddenly, a gray-haired man driving a new red BMW came speeding down the lane. He had to be going at least 35 miles per hour. He obviously didn't notice the Chevy backing out because he didn't even slow down.*

*Next, I heard metal crunching as the BMW scraped against the Chevy. The man slowed down for a couple of seconds to check out the damage to the other car. Then he gunned his motor and raced out of the lot. I caught a glimpse of his license plate--CS 21 is all I can remember. Are there any other questions for me? I can be reached at 555-8087.*

1. What makes this account useful?________________________________________

   ______________________________________________________________

2. How is the account organized?________________________________________

   ______________________________________________________________

3. What kind of language does the account use?______________________________

   ______________________________________________________________

**B.** *Officer, I'm telling you that guy in the red sports car was driving like a maniac. He was speeding down the lane like he was racing in the Indy 500. That car whizzed by so fast, the license plate number was just a blur. He probably left in such a hurry because he doesn't have insurance. That poor old lady in the Chevy or Ford or whatever is going to get stuck paying for that jerk's craziness.*

1. Why is this account less helpful?________________________________________

   ______________________________________________________________

2. What information is left out?________________________________________

   ______________________________________________________________

3. What kind of language does this account use?______________________________

   ______________________________________________________________

## IV. *Applying Speaking Strategies*:

This exercise will help you practice good speaking strategies in the setting of giving clear directions. Choose a partner. Each of you will take turns playing the roles of the trainer and the trainee.

A. As the trainer, choose one of the following topics and explain in clear steps how to perform the task.

1. How to lift a client without hurting your back
2. How to shampoo a client's hair
3. How to take a client's temperature
4. How to give a client a bed bath
5. How to change bed linens with the client in the bed
6. How to take a client's blood pressure

Use the following Planning Form to help prepare your oral instructions:

### Planning Form

### GIVING ORAL INSTRUCTIONS

Task: How to

Technical or unfamiliar words to explain:

When the task should be done:

Necessary equipment or materials:

Main steps in performing the task:

1.

2.

3.

4.

5.

6.

Any visual aids:

Precautions or warnings:

B. As the trainee listener, your role is to learn how to perform the task from the trainer. Apply these techniques of active listening to the trainer's instructions:

1. Focus your attention.
2. Identify the task you are expected to perform.
3. Recall your background knowledge of the subject.
4. Visualize the procedure.
5. Write down the steps.
6. Check your understanding by asking questions or making comments.
7. If possible, practice the task by repeating what the trainer has said.

Evaluate the speaker's performance by answering the following questions:

1. What did the speaker do to hold your attention?______________________________

   ______________________________________________________________

2. Was the speaker's message easy to follow? What methods of organization did the speaker use?______________________________________________________

   ______________________________________________________________

3. Did the speaker pay attention to your reactions? How could you tell?______________

   ______________________________________________________________

4. Did the speaker respond to your questions/comments? How?____________________

   ______________________________________________________________

5. Was the speaker's language appropriate for the topic? Specify.___________________

   ______________________________________________________________

C. After you and your partner complete the activity, compare your evaluations of each other. Discuss ways you might improve both your speaking and listening skills.

## *TITLE:*

Non-Verbal Communication

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand the significance of nonverbal communication in health care

## *OBJECTIVES:*

1. To view a video from the American Journal of Nursing Company on nonverbal communication
2. To take notes from the video presentation
3. To identify 6 areas of nonverbal communication
4. To role play a situation in which you concentrate on the 6 areas of nonverbal communication

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# NONVERBAL COMMUNICATION

**RESOURCE:** American Journal of Nursing Company video called "Connecting with Your Patient: Nonverbal Communication for the Health Care Professional"

## Before Viewing:

Nonverbal communication is obviously important in the animal kingdom. What nonverbal communication have you observed in your cat or dog? What messages are being expressed by each means of nonverbal communication?

## View the Video and Look for:

A. Check your pet's nonverbal communication against the film's ideas.

B. What must a health care provider acknowledge before dealing with how he/she communicates?______________________________

______________________________

C. What are the six areas of nonverbal communication?

1. ____________ How can the health care provider show the patient this one?

______________________________

______________________________

2. ____________ What must the health care provider guard against in this one?

______________________________

______________________________

3. ____________ What are the 6 basic emotions shown in this one? What is empathy? Why is it important?

______________________________

______________________________

4. ____________ What are the elements involved in this area?

______________________________________________________________

______________________________________________________________

5. ____________ Why is this the most important area for the health care provider? What is another term for it?__________________________________

______________________________________________________________

______________________________________________________________

6. ____________ What are the elements involved in this area? Where do health care providers operate? What must the patient do before you can operate there?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

**After Viewing:**

Having nonverbal signals correspond with the verbal signals may take practice. With a partner practice the elements of nonverbal communication learned in the film. Pretend that your partner is a fictitious client to whom you must explain a procedure that you would actually execute on that client. In addition to giving the verbal explanation, make sure that you concentrate on the nonverbal signals that can help make the client feel more at ease. Have your partner evaluate your nonverbal communication skills by using the following questions:

1. What facial expressions were shown?______________________________

______________________________________________________________

2. What posture did the speaker use?________________________________

______________________________________________________________

3. Although this was a one-way conversation, what listening behaviors were in evidence?______________________________________________

______________________________________________________________

4. Comment on the qualities of the voice, particularly such things as loudness, enunciation, pitch, inflection.____________________________________________

________________________________________________________________

5. What elements of touching were used?______________________________

________________________________________________________________

6. What personal space was used?____________________________________

________________________________________________________________

After you have discussed the answers to the questions with your partner, reverse the roles and complete the activity again. Each one should probably choose a different procedure to explain to the fictitious client. Practice the procedure several times to help perfect some of the nonverbal cues.

## *TITLE:*

Helping Skills

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop effective nonverbal strategies in the caregiving setting

## *OBJECTIVES:*

1. To read effective and ineffective nonverbal cues from Helping Skills
2. To analyze effective and ineffective nonverbal behaviors
3. To apply effective nonverbal behaviors to scenarios

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# HELPING SKILLS

## *INTERPERSONAL SKILLS*

The following activities are based upon the book Helping Skills: A Basic Training Program written by Steven Danish, Anthony D'Augelli, and Allen Hauer (New York: Human Sciences Press, 1980).

**Nonverbal Behavior** - To help others we need the ability to convey concern and caring. Actions speak louder than words in helping situations. Helpers' nonverbal behavior--eye contact, body posture, hand and arm movements, facial expressions, and vocal quality--is the language for expressing attentiveness and caring most directly. Other nonverbal cues such as clothing and physical appearance may also influence how the helper is perceived. Following is a list of effective and ineffective nonverbal cues in the helping relationship:

*See Resource Sheet from Helping Skills, p.6.*

A. Choose 4 or 5 situations from the booklet What Do You Do? and add the effective nonverbal behaviors to the appropriate response for the situation.

1. Are some nonverbal behaviors more appropriate than others for the situation you are responding to? Why?

2. Are there ever situations where nonverbal responses are unimportant or inappropriate?

*See Resource Sheet from Helping Skills, pp. 9-10.*

B. Read through this Nonverbal Behavior Checklist carefully.

1. Which nonverbal behaviors are considered effective when helping someone? Why?

2. Which nonverbal behaviors are considered ineffective when helping someone? Why?

3. Recall several nonverbal behaviors that you have used or have witnessed someone else using.

| WHAT BEHAVIORS | SITUATION | EFFECTIVE/ INEFFECTIVE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

4. What effective behaviors should have been tried in place of the ineffective ones in the chart above?

## II. Verbal Responses

Just as good nonverbal behavior is a necessary component for effective communication, so too verbal responses promote good communication. Words do matter, and different types of responses serve different purposes. Your verbal responses must also correspond to the need and understanding of the person you are trying to help.

## *TITLE:*

Your Attitude Counts #1

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand how attitude impacts human relations in the workplace

## *OBJECTIVES:*

1. To define terms
2. To read for meaning
3. To answer questions based on the reading
4. To identify human relations skills in various situations
5. To apply the principles of the reading to workplace situations
6. To use creative thinking skills to rewrite situations
7. To identify areas for own improvement

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# YOUR ATTITUDE COUNTS

The following exercises are based on the book, Your Attitude Counts, a 1990 Paradigm book by Rosemary T. Fruehling and Neild B. Oldham. Your instructor will guide you as to the number of exercises you should complete in the book. Please note that there is a pre-reading free-write and several post-reading exercises in addition to the exercises within each reading assignment.

## Pre-Reading Exercise

We have all heard or even used the term "**attitude adjustment**." In your journal briefly define the term, explain how it is used, and describe a situation where an "**attitude adjustment**" has been tried.

## Using the Text

As you read the various sections assigned to you, look up words that you do not know. Complete the exercises in the book. Do not, however, write answers in the book!

## PART I - UNDERSTANDING HUMAN RELATIONS

You and the instructor may choose from the following four selections in this part.

A. **Case Study 2 - "*Your Attitude Counts*"--p. 10**
After reading and completing the exercises, look at p. 15 again. Describe your attitude in each of the five areas at the bottom of the page.

B. **Case Study 3 - "*Productivity and Human Relations*"--p. 20**
After reading and completing the exercises, be sure to discuss or write answers to the questions on p. 26.

C. **Case Study 4 - "*Horizontal Relationships*"--p. 28**
Describe one good horizontal relationship you have at your work. Describe another one that is not so good. What causes the difference?

D. **Case Study 5 - "*Vertical Relationships*"--p. 38**
Explain the vertical relationship you have with one of your supervisors.

## PART II--DESTRUCTIVE VS. PROGRESSIVE ATTITUDES

You and the instructor may choose from the following four selections in this part.

A. **Case Study 6 - "*Destructive Attitudes*"--p. 46**
Explain a situation in which you or someone you know responded to a client in a positive way. Explain a situation in which you or someone you know responded to a client in a negative way. How could you have responded in a more constructive way?

B. **Case Study 7 - "*Constructive Attitudes*"--p. 56**
Describe a situation with a client where your constructive attitude brought a positive response from the client or the family.

C. **Case Study 9 - "*Handling Frustration on the Job*"--p. 74**
Why are anger and aggression unacceptable ways of dealing with frustration? Describe a situation with a client where you have experienced frustration. Explain how you handled the frustration. What would you change since reading this case study?

D. **Case Study 11 - "*Accepting Responsibility*"--p. 94**
People who constantly make excuses for their behavior are not taking responsibility. In dealing with clients, what circumstances cause you to look for excuses? When do you want to take responsibility for your actions?

## PART III - SUCCEEDING ON THE JOB

You and the instructor may choose from the following five selections in this part.

A. **Case Study 12 - "*Communication*"--p. 102**
Describe a situation with a client where verbal and nonverbal communication skills were important in your ability to build a good working relationship.

B. **Case Study 13 - "*Your Attitude and Job Success*"--p. 112**
Describe how you as an aide or companion can demonstrate the five characteristics described in the chapter, dependability, loyalty, honesty, conscientiousness, and initiative.

C. **Case Study 14 - "*Maintaining a Positive Attitude*"--p. 120**
This section identifies 10 strategies to use in maintaining a positive attitude. Comment on the importance of each one to your job as an aide or companion. Are there other strategies that you employ to help yourself maintain a positive attitude?

D. **Case Study 16 - "*Absenteeism and Tardiness*"--p. 142**
Explain how absenteeism and tardiness can be hurtful to the care you are able to give as an aide or companion.

E. **Case Study 18 - "*Career Advancement*"--p. 162**
What are the opportunities for advancement with your employer? What steps do you need to take in order to be in line for such an advancement?

## PART IV - PROBLEMS ON THE JOB

You and the instructor may choose from the following two selections in this section.

A. **Case Study 19 - "*Making Mistakes*"--p. 172**
What kinds of mistakes have you made in your work with clients? How have you corrected your mistakes?

B. **Case Study 21 - "*Dealing with Criticism*"--p. 190**
What is the difference between destructive criticism and constructive criticism? Describe a time when you were criticized by a supervisor in a constructive manner. How did you respond to the criticism? Why did you respond as you did? How have you benefitted from the criticism?

### Post-Reading Exercise

We have all come across people whose attitude has been very difficult to work with--a supervisor, a client, a fellow employee. In your journal describe this person's attitude and a situation that demonstrates the attitude. Explain how you handled the situation when it occurred. Explain what you would do differently now that you have read this book.

In your journal identify an area that you need to work on to improve your attitude. Try to relate it to your job principally.

## *TITLE:*

Your Attitude Counts #2

## *ISSUE:*

Interpersonal Issues

## *GOAL:*

To understand how attitude impacts human relations in the workplace

## *OBJECTIVES:*

1. To define terms
2. To read for meaning
3. To answer questions based on the reading
4. To identify human relations skills in various situations
5. To apply the principles of the reading to workplace situations
6. To use creative thinking skills to rewrite situations
7. To identify areas for own improvement

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# YOUR ATTITUDE COUNTS #2

The following exercises are based on the book, Your Attitude Counts, a 1990 Paradigm book by Rosemary T. Fruehling and Neild B. Oldham. Your instructor will guide you as to the number of exercises you should complete.

## Pre-Reading Exercise

We have all come across people whose attitude has been very difficult to work with--a supervisor, a client, a fellow employee. In your journal describe this person's attitude (you can use a fictitious name) and a situation that demonstrates the attitude. Explain how you handled the situation when it occurred. (At the end of this series of exercises, you will be asked to explain what you would do differently since reading this book.)

## Using the Text

### *Part I - Understanding Human Relations*

A. **Case Study 1 - "The Need for Human Relations" - pp. 2-3.**

1. As you read, try to define the term human relations.
2. Answer these questions:
    a. Explain the outcome.
    b. Evaluate the outcome.
3. Read pp. 5-6 to find answers to the following questions:
    a. Define human relations.
    b. What is involved in communicating with others?
    c. What is the difference between human relations and technical skills?
4. As a follow-up to the reading, identify the technical skills that you need to do your job. Then identify what human relations skills you need on your job.

**B. Case Study 2 - "Your Attitude Counts" - pp. 10-11.**

1. Be sure you can define the following words from the context:

   a. supplement--

   b. associate degree--

2. Answer the questions about the selection on p. 12 on your own paper.

3. Read pp. 13-16 to answer the following questions:

   a. Define attitude--

   b. What are positive attitudes?

   c. What are negative attitudes?

   d. What are some things that affect attitude?

   e. What are some ways that you show your attitude on the job?

4. As a follow-up, describe your attitude, on the job, in each of the five areas listed at the bottom of p. 15.

   - your approach to your job--
   - your willingness to follow directions--
   - the way you handle problems--
   - your reaction to criticism--
   - the way you relate to co-workers--

C. **Case Study 3 - "Productivity and Human Relations" - pp. 20-21.**

1. As you read, define the following words:

    a. complicated--

    b. conscientious--

    c. idle--

    d. productivity--

2. Based on the reading, answer the questions on p. 22.

3. Read pp. 23-24 to find answers to the following questions:

    a. What are the qualities of a "team player"?

    b. Predict what would have happened had Dad approached is job with the attitude that he was better than everyone else.

    c. Predict how Carl and Andy would have then responded to Dan.

    d. What two important human relations skills related to productivity does Dan practice?

4. As a follow-up to the reading, discuss these topics in a group or in writing:

    a. Identify an outcome that you achieved because you worked to increase your own productivity.

    b. Why are human relations skills important to productivity?

    c. Identify situations on your job where you and your co-workers could improve group productivity.

**D. Case Study 4 - "Horizontal Relationships" - pp. 28-29.**

1. As you read, define the term horizontal relationships.

2. Answer the questions on p. 30.

3. Read pp. 31-33 to find answers to the following questions:

   a. Define these terms:

      - neutral--
      - preconceived--
      - impartial--
      - complement--
      - horizontal relationships--
      - networking--

   b. What is a good horizontal relationship?

   c. Why did Kevin and June have trouble initially establishing a good horizontal relationship?

   d. Whose responsibility is it in an organization for establishing good horizontal relationships? Why?

4. As a follow-up to the reading, complete the following in writing:

   a. Identify and describe one good horizontal relationship that you have at work. How has that relationship been helpful to you? What role did your attitude play in the development of this good horizontal relationship?

   b. Identify and describe a poor horizontal relationship you may have at work. What has been the cause of the poor relationship? How can you improve this poor relationship?

**E. Case Study 5 - "Vertical Relationships" - pp. 38-39.**

1. As you read, define the following words:
    a. supervision--
    b. mentor--
    c. fair and impartial--
    d. vertical relationships--
2. Answer the questions on p. 40.
3. Read pp. 41-42 to find answers to the following questions:
    a. Define the following words in context:
        - casual--
        - traditional--
        - adversely--
    b. What is the supervisor's responsibility in developing vertical relationships?
    c. What are the dangers of strong vertical relationships?
    d. What does the supervisor George need to do to improve his relationship with his staff? Be specific.
    e. What does Mike need to do to improve his horizontal relationships? Be specific.
4. As a follow-up to the reading, discuss your ideas as a group for a and write out your answer to b.
    a. What are the qualities of a good supervisor that can aid in establishing good vertical relationships?
    b. Identify (with fictitious names) a vertical relationship that you have had that has been less than satisfactory. From your reading, identify what the supervisor and you could have done to improve that relationship.

**A. Case Study 6 - "Destructive Attitudes" - pp. 46-47.**

1. Read the selection aloud, perhaps taking parts in the dialogue.

2. Answer the following questions in group discussion:

   a. What prejudices does Karen display?

   b. How are they harmful to her work relationship?

   c. Describe Karen's horizontal relationships.

   d. Describe Karen's vertical relationship.

   e. Compare Karen and Susan in terms of their productivity and their attitude.

   f. Did Norman make the right decision in firing Karen?

3. You work in a service industry/business. You must guard against destructive responses to people and situations. The following scenario could happen in your work setting. As a group, determine the best methods of handling Mr. James.

   > *Mr. James is a 90-year-old Spanish man. He can speak and understand English. However, he has a hearing impairment. When you ask him to move to another area so that you can finish your work, he yells "No! Just leave me alone. You people are always moving me. I don't want to be moved." You are in a hurry and you feel very impatient. What can you do?*

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**B. Case Study 7 - "Constructive Attitudes" - pp. 56-57.**

1. Read the selection aloud or silently.

2. Answer the following questions in group discussion:

   a. What is similar about Rose and Irene's attitude?

   b. What is different about their attitude?

   c. What is the difference between a positive attitude and a constructive attitude?

   d. Which cashier has a constructive attitude? How is that attitude communicated to customers?

   e. What does Irene need to do to become Employee of the Month in the future?

   f. Which person, Rose or Irene, would you have chosen as first Employee of the Month? Why?

3. Pretend that you are the supervisor over the employees in your department.

   a. Make a list of the qualities that you think make an outstanding employee, one that could become Employee of the Month.

   b. Share your list with another employee, preferably from a different department. What similar items do you both have on your lists?

   c. What items are different on your two lists? Why the differences?

   d. Which items on the two lists touch on attitude?

   e. From the two lists, write a brief paragraph describing the outstanding employee. Use the following sentence as your beginning:

      *An outstanding employee demonstrates a number of positive qualities.*

### C. Case Study 8 - "Morale and Job Satisfaction" - pp. 64-65.

1. Before your read the selection, describe a time, either in school or on a job, when your morale was low. How did low morale affect your school experience or job satisfaction?

2. Read the selection and answer the following questions:

   a. Why did Anne leave her receptionist job at the beauty salon?

   b. How would you characterize Anne's morale after a day on the job? After two months?

   c. How would you characterize the group morale in the pediatric office?

   d. Compare Anne's attitude and the attitude of the others in the office. Do their attitudes affect office morale?

   e. Do you agree with Anne's solution to her problem? Why or why not?

3. As a follow-up to the reading, rewrite the ending of this story. In the rewrite, have Anne do specific things to change the horizontal relationships in the pediatric office to make them better. Also, have Anne offer suggestions for improving the vertical relationships.

D. **Case Study 9 - "Handling Frustration on the Job" - pp. 74-75.**

1. Some questions to think and write about in your journal: What frustrations do you face? They may occur at home, in class, or on the job. Frustrations may be as simple as getting stuck in traffic when you are late for an appointment; they may be as complex as getting passed over for a promotion. When you get frustrated, how do you tend to act? Do you become emotional and cry? Angry and aggressive? Angry and withdrawn? Do you curse and become abusive?

2. Read the selection to see how Al Roman handled his frustration on the job.

   a. How would you characterize Al's attitude toward his job before Paul Martin arrived? After Paul Martin arrived?

   b. Describe Al's vertical relationships with each supervisor, James Martin, John Passero, and Paul Martin.

   c. Was Al justified in the way he felt about James Martin?

   d. Was Al justified in his anger at Paul Martin?

   e. At first Al buried his frustrations with how Paul Martin was not supervising the men. Was this a good reaction? What else could he have done?

   f. When Al did not receive the promotion he expected, his frustration exploded into anger expressed to Paul about Paul and his uncle. Are there other ways that Al could have handled the situation?

3. A few Unacceptable and Acceptable Reactions to frustration are given on pages 78-79. Add ideas to both lists and share with the group.

| **Unacceptable Reactions** | **Acceptable Reactions** |
|---|---|
| 1. anger | 1. seek third party advice |
| 2. verbal aggression | 2. physical activity |
| 3. sabotaging company goals | 3. keep a journal |
| 4. | 4. |

4. Suppose that Al had received the promotion to head chargeman. What would he need to do in order to work with Paul Martin and James Martin?

**E. Case Study 11 - "Accepting Responsibility" - pp. 94-95.**

1. On page 97, the authors write: "A person unwilling or unable to accept responsibility for what she or he does will have poor human relations." Someone who does not accept responsibility is always looking for excuses.

   *Oh, that sweater you loaned me got stained. Betty hit my arm*
   *while I was drinking coffee.*

   *I didn't do the job right, because you didn't explain it clearly.*

   *I would have done it better if you had let me do it my way.*

   Think about excuses you have heard for someone not taking responsibility and list a few of them.

2. Read about Amalie and her inability to arrive to work on time. Answer these questions:

   a. What excuses does Amalie use for not being at work on time?

   b. Why does Amalie's boss agree to the later arrival time for her?

   c. Why is punctuality important if all other work habits are good (as in Amalie's case)?

   d. Explain why Amalie's boss would not agree to a second schedule change?

3. Businesses complain that absenteeism and tardiness adversely affect every aspect of business. Explain how they can adversely affect the following areas:

   a. morale--

   b. horizontal relationships--

   c. vertical relationships--

   d. productivity--

4. Analyze and evaluate your attendance record on the job.

## Post-Reading Exercises

A. There are still a number of reading selections in this book. You may choose to read any of them for personal growth. Part III includes selections on "Succeeding on the Job," and Part IV covers "Problems on the Job."

B. As a final activity for this book, return to the Pre-reading exercise you did explaining how you handled a person on the job whose attitude was difficult to work with. Now that you have read a number of selections from this book, what would you do differently in handling the situation in which that person's attitude was demonstrated. Try to enumerate human relations skills or strategies that you can now use to assist you to overcome this other person's negative or destructive attitude.

C. In your journal, identify an area that you need to work on to improve your attitude. Try to relate it to your job principally. You may need to work on having a more positive attitude. You may need to work on horizontal relationships or vertical relationships. You may need to have a more constructive attitude. You may need to do something to improve your morale.

## *TITLE:*

The Work Ethic

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop standards of behavior on the job

## *OBJECTIVES:*

1. To define "work ethic"
2. To identify the standards of behavior set by your employer
3. To use scenarios to:
    - identify a problem
    - describe the standard of behavior that is being ignored or abused
    - explain why it is a problem
    - problem solve solutions to the problem
    - compare the outcomes of the various solutions
    - choose and defend the best solution

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# THE WORK ETHIC

The following scenarios are designed to stimulate discussion about work ethic issues that you face about yourself or about others with whom you work. Before you deal with the scenarios, however, come up with a good definition of "work ethic" as well as the standards of behavior set by your employer.

**Work Ethic:**______________________________________________

______________________________________________

**Standards Set by Your Employer:**______________________________

______________________________________________

______________________________________________

**SCENARIOS:**

Each of the following scenarios deals with a standard of conduct important to a good work ethic. (The teacher may ask you to role-play the situation.) Each scenario lends itself to using problem-solving strategies whether you are the aide or the supervisor trying to deal with the problem.

1. You are Jo, the nursing supervisor who must deal with Cindy, an aide who has been under your supervision for six months. She is a good worker and clients seem to like her caring attitude. During that six-month period, however, Cindy has been absent on seven occasions and late on 13 different occasions. You have spoken with her at least twice about her need to be present and on time but little seems to have changed. Cindy always seems to have an excuse--personal illness, a sick child, a car that won't start, needing to stop for gas, getting children off to school. Since it is time for Cindy's six-month review, you decide that her attendance must be part of the review process. How will you handle the situation and change Cindy's attendance patterns?

    a. What is the problem?______________________________________

    ______________________________________________

    b. Describe the problem in detail. What standard of behavior is being ignored or abused?______________________________________

    ______________________________________________

    ______________________________________________

c. Why is it a problem?______________________________

______________________________________________

______________________________________________

______________________________________________

d. What can be done to solve the problem?__________________

______________________________________________

______________________________________________

______________________________________________

e. What other solutions are there?______________________

______________________________________________

______________________________________________

______________________________________________

f. Compare the outcomes of the various solutions.______________

______________________________________________

______________________________________________

______________________________________________

g. Choose the best solution.____________________________

______________________________________________

______________________________________________

______________________________________________

The best solution can only work well if one's interpersonal skills are equally sharp. For example, if Jo, the nursing supervisor is always late for meetings with her staff, how can she talk effectively with Cindy about her tardiness? She must demonstrate the same work ethic she expects from others.

Likewise, if Jo only picks on Cindy about her lateness but ignores Janet's lateness problem, she seems to be playing favorites among subordinates.

2. You are Wanda's supervisor Louise and have received a number of complaints from clients and their family members about her behavior, despite the fact that she can be a very caring aide. In fact, the clients and their families request that Wanda NOT be assigned to them again. When you have spoken to Wanda in the past, her reply is, "I can't be expected to get along with everyone! Just reassign me!" Some of the incidents have caused you to have to spend inordinate time trying to match Wanda with clients you think will accept her. In one situation, Wanda told the client, "Stop bugging me about washing your damn dishes; I'm not your maid." In another situation Wanda had the audacity to suggest to family members that they better get a different doctor before the one they have "kills" their father. How will you help Wanda understand the problems she is causing?

a. What is the problem?________________________________

________________________________________________

b. Describe the problem in detail. What standard of behavior is being ignored or abused?_______________________________________

________________________________________________

________________________________________________

________________________________________________

c. Why is it a problem?__________________________________

________________________________________________

________________________________________________

________________________________________________

d. What can be done to solve the problem?_______________________

________________________________________________

________________________________________________

________________________________________________

e. What other solutions are there?___________________________

________________________________________________

________________________________________________

________________________________________________

f. Compare the outcomes of the various solutions.______________________

______________________________________________

______________________________________________

______________________________________________

g. Choose the best solution.______________________________

______________________________________________

______________________________________________

______________________________________________

If Wanda's supervisor lets Wanda's behavior with clients slide, Louise sends the message that she and her employer do not set very high ethical and moral standards of performance and expectation.

Louise must also be careful to criticize the behavior and not Wanda herself.

If Louise chooses to criticize Wanda in a meeting of all aides, she is guilty of grandstanding and making herself superior to her subordinates.

If Louise tells Wanda that one more complaint from a client will result in her firing, then Louise must keep her word despite Wanda's good points.

3. You are Susie, a nursing assistant in a nursing home; you are very conscientious about performing all your duties fully. You work the 3:00 to 11:00 shift with Roberta, another nursing assistant, who always seems to finish with her clients very quickly even though she has a number who require heavy care. You soon realize that Roberta is really NOT completing all the tasks outlined on the care plans, but she checks off areas as if she has completed them. For instance, you watched her check off that she had bathed Mr. Wright, when, in fact, she had not. She simply rubbed on extra talcum powder and rubbed water over his hair and combed it. Other similar incidents soon come to your attention which means that Roberta is falsifying her patient care records, an unethical act of momentous proportions. How will you respond to this situation? Will you inform the supervisor? Will you talk with Roberta about it? Will you tell other nursing assistants working with you?

a. What is the problem?

b. Describe the problem in detail. What standard of behavior is being ignored or abused?

c. Why is it a problem?

d. What can be done to solve the problem?

e. What other solutions are there?

f. Compare the outcomes of the various solutions.

g. Choose the best solution.

This last scenario presents a situation in which Susie must tell the supervisor about the falsification of the official care plan. She has a moral and ethical obligation. She must be assured that she can report the problem in confidence and that the supervisor will then handle the situation from there. Susie, however, must not assume the role of Roberta's supervisor. Perhaps Roberta is really having problems knowing how to complete the tasks and is afraid of not succeeding so that is why she falsifies the records. Perhaps she needs someone to offer to help her and to show her how to be a team player.

## *TITLE:*

Developing Interpersonal Skills: Coping with Anger and Client Behavior

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop coping strategies for anger, frustration, and hurt feelings

## *OBJECTIVES:*

1. To identify client situations that cause anger in health care providers
2. To identify acceptable strategies for coping with anger
3. To identify unacceptable coping mechanisms
4. To describe a situation where an acceptable coping strategy has worked
5. To identify why clients exhibit certain behaviors
6. To identify coping strategies for health care provider.frustration
7. To identify strategies for developing positive relationships with clients
8. To describe the strategies used with an aggressive and/or demanding client

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# DEVELOPING INTERPERSONAL SKILLS

## I. COPING WITH YOUR OWN ANGER

There are times that the demands of your job and client behavior can cause you anger, frustration, or even hurt. As a health care professional, you must determine what is acceptable and unacceptable methods of dealing with that anger.

A. List two or three situations where client behavior has caused you to experience anger. Be precise as to the cause of the anger.

B. Circle those methods of coping with anger that are **acceptable** in the health-care setting:

1. Slam the client's door and leave the room.
2. State, "I really feel angry!" to the client.
3. Kick the client's wheelchair or other piece of furniture.
4. Discuss your feelings with your supervisor.
5. Take a quick break and walk around outside or in another part of the house.
6. Let family members and other staff members know why you are upset.
7. Just leave the client's home.

C. State in writing what makes each of the others **unacceptable** responses to coping with anger.

D. Compare your answers with others in a discussion group. For each of the **acceptable** methods of coping, what will your follow-up with the client involve?

E. Choose **one acceptable** method of coping with anger. It may be one from the list above or another that you have perfected. Describe how you have used the method effectively in a specific situation. You may write this as a journal topic or give an oral presentation of the situation. Whichever method you use, oral or written, concentrate on using standard grammar in the retelling. If you choose an oral presentation, you may want to write out the scenario first in order to check your grammar.

# DEVELOPING INTERPERSONAL SKILLS

## II. COPING WITH CLIENT BEHAVIOR

Client behavior often triggers anger, frustration, and hurt in the health care professional. As a health care professional, however, you must not only observe ***what*** the client is doing, but also try to determine ***why*** a client behaves as he/she does in order to respond in a helpful way to that behavior. You will have to determine ways to be helpful when clients demonstrate any of the following:

**aggressive behavior, physical or verbal**
**demanding, dissatisfied behavior**
**crying and self-centeredness**

A. For each of the situations you described in I.A., analyze ***what*** behavior the client was exhibiting and ***why*** he/she exhibited that behavior.

B. In each of the following situations, first, explain which behavior is being exhibited by the client:

You enter Mr. Green's home to discover him with his head in his hands, sobbing. The most helpful action is to:

1. Slip out of the room where he is before he sees you.
2. Sit by him, take his hand and wait for him to respond.
3. Put your arms around him as you say, "Now, Mr. Green, it can't be all that bad!"
4. Ask the supervising nurse if she can get the physician to order a medication to lift Mr. Green's spirits.

You enter Mrs. Brown's bedroom just in time to duck a water pitcher that's been hurled toward the door. You should:

1. Call for help so you can hold Mrs. Brown down, since she's out of control.
2. Say, "Mrs. Brown, I haven't done anything to deserve that. Why did you throw the pitcher at me?"
3. Insist that Mrs. Brown apologize for her nasty temper, or threaten not to return.
4. Quietly pick up the pitcher as you say, "Would you like to tell me what's happening with you? Maybe I can help.

Mr. Smith has been a quadraplegic for 16 years. You've been taking care of him for three months. Every day he describes to you in step-by-step detail how to transfer him to the wheelchair. You find yourself becoming frustrated with his continuous instruction. You should:

1. Recognize his need for some control, relax, and do things as he wishes.

2. Tell him, "Mr. Smith, I know how to do it; I've been doing this every day for three months."
3. Tell him, "Look, I'm in charge here; I'm going to do it the way that I've been taught."
4. Ask your supervisor to change assignments.

As you are doing your necessary duties for Mrs. Jones, she is constantly calling for you every five minutes from her bedroom. She rarely needs anything important. You should:

1. Say, "Mrs. Jones, I have many things I need to take care of for you. Please give me a break!"
2. Close her bedroom door so you can't hear her calling you as you perform your other chores.
3. Recognize the reason for her frequent calls, respond pleasantly, and work with your supervisor to find ways to change her behavior.
4. Ignore Mrs. Jones so that you can get your other work done and be gone from her home.

C. Second, circle the most helpful responses you can offer in the above situations.

D. Third, in small groups, discuss why you chose the item you did and what you hope to accomplish with this method.

E. Fourth, as a group, write a list of principles that the health care professional can use in developing a positive relationship with clients.

F. For journal writing, select a client whose behavior is often aggressive and/or demanding. Explain how the client shows the behavior with you. Explain the methods you have used with the client and which ones have been helpful. If the methods you have tried have not been helpful in developing a positive relationship with the client, explain what your next course of action will be. After you have written, check your writing for the following:

1. standard grammar
2. correct spelling
3. complete sentences

Rewrite your essay to correct any mistakes and to include the following:

1. the use of at least one compound sentence
2. the use of at least one complex sentence

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## *TITLE:*

Anger and Stress in Clients

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand how to respond to clients' anger

## *OBJECTIVES:*

1. To read an article from Geriatric Care
2. To outline the five levels of anger
3. To explain how a caregiver should respond to each level
4. To apply the strategies to a caregiving situation

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# ANGER AND STRESS IN CLIENTS

## *INTERPERSONAL ISSUE*

Read **"Quashing Anger Before It Gets Out of Hand"** in *Geriatric Care* for January 1997. As a caregiver you not only have to deal with your own anger in caregiving situations, but you often must deal with a client's anger as well.

1. When you become angry, what calms you down?

2. Outline what happens at each of the five levels of anger.

3. How should you as a caregiver respond to each level of anger?

4. What have you found works best when dealing with angry clients?

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## *TITLE:*

Communication Skills and Problem Solving Skills
Needed in Working with Difficult People

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop the necessary skills to deal with difficult caregiving situations

## *OBJECTIVES:*

1. To view the film **"Working with Difficult People: A Survival Guide for the Home Care Aide"**
2. To role play scenarios
3. To problem solve solutions to the scenarios
4. To evaluate the appropriateness of the solutions

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# COMMUNICATION SKILLS AND PROBLEM SOLVING SKILLS

## *INTERPERSONAL ISSUES*

The videotape, "Working with Difficult People: A Survival Guide for the Home Care Aide," from the Foundation for Hospice and Homecare is a videotaped conference with Judy Blackburn and Al Chansky. It is not a particularly good visual experience because none of the handouts available at the conference are available with the video. And the absence of those handouts, such as the Thomas Killman Conflict Mode, make the tape almost useless in places. Nevertheless, someone may wish to watch it for some of the points that can be gleaned for working with difficult people.

The roleplaying situations posed at the end of the film are worth watching for pointers on how to handle difficult situations that are very real. Before watching that segment of the film, put yourself in the following role-playing situations with the instructor or another student taking the part described and you playing yourself as an aide or companion. The first four scenarios are found in the film; the other four are not. Later you can watch the film to see how the first four scenes were played out. After each roleplaying scenario, discuss appropriate and inappropriate responses made by the aide.

### Scenario 1 - *A Non-Compliant Client*

You must go into the home of a diabetic client who is refusing to take her medicine to control the diabetes. In fact, she claims to have thrown out the medicine since the doctor has told her that her blood sugar is under control. She keeps badgering you to get her a piece of her daughter's birthday cake that is left in the refrigerator.

How do you respond?

### Scenario 2 - *A Nurse Giving You Direction*

You have been called into the office by the nurse supervisor on a case. She tells you that she wants you to give Mr. Brown some medication when you visit him today. She explains that Mr. Brown's doctor has already prescribed the pills and that you should stop by the pharmacy and pick them up for the client. She explains that Mr. Brown will need these pills before she has an opportunity to get to his house to give them to him. Because the nurse says it is all right for you to do this, she assumes you will follow the order.

How do you respond?

**Scenario 3 -** ***Supervisory Demand***

It is the evening before your scheduled day off in which you and your family have planned a big family reunion. The telephone rings and it is your supervisor asking you to cover a client on your day off. When you tell her it is your day off and that you have important family plans, she says that sometimes we have to give up our personal plans for the good of the organization and implies that your evaluation may depend on how you respond to this request. In fact, she says she has called several others about this coverage and you are her last hope as she has plans for the evening herself!

How do you respond?

**Scenario 4 -** ***Demanding Family Member of Client***

When you get to Mrs. Smith's house, her son, who lives with her, is there. You have run into him several other times and know how unpleasant he can be. In fact, today he doesn't even give you a civil greeting but begins immediately to badger you about things to do. He points to the pile of dishes in the kitchen sink and tells you to get them cleaned up and put away. He also alerts you to the fact that he would like you to do his laundry as he has been too busy with his mother to do it himself. He becomes more and more belligerent as the conversation proceeds.

How do you respond?

**Scenario 5 -** ***Limit Setting in a Manipulative Client***

Even before you arrive at Mrs. Jones' home, you have heard how demanding she can be of her personal care givers since her mild stroke. You were not quite prepared though for the way in which she can manipulate you to get what she wants. When you enter she is overjoyed at seeing you and invites you to join her for a cup of coffee, which she then asks you to make. Of course, while you're at it, you should also bake the package of cinnamon rolls in the freezer. You are at Mrs. Jones' home to help her with a bath, wash her hair, and assist with oral hygiene. You are also to assist her with walking exercise. But Mrs. Jones complains of feeling weak and needing to get her strength back before undertaking such strenuous activity. She mournfully suggests that instead she has not had her bed linens changed recently and would love to have clean sheets. She also has not been able to dust and vacuum and could you please just tidy up the place.

How do you respond?

**Scenario 6 -** ***Confidentiality Issues***

You and several other aides have been going into Mr. West's home for the last several weeks. He lives alone and suffers from a stroke. When you enter he says how glad he is to see you and not that Doris who came the week before. As you begin your light housekeeping duties, he hovers near you and asks why the company even hired Doris because she doesn't even know how to dust! As you go about your work, Mr. West keeps interrupting you to ask what you know about Doris, whether she is even trustworthy. The last thing you do for him is prepare his lunch, which he tells you is very good since you have cooked to his liking. He complains that Doris burned his cheese sandwich only last week and he couldn't even eat it. He asks you to please be sure you always come to take care of him.

How do you respond?

**Scenario 7 -** ***Accepting Criticism***

You are the Doris of the last scenario sent to take care of Mr. West again. He is barely civil to you as you enter his home. You overhear him complaining on the phone to his daughter that the agency has sent you again and he doesn't like your work. As you proceed to your activities of cleaning and preparing his lunch, he follows you around and points out everything he thinks you have done wrong. He is particularly critical of the lunch you have prepared.

How do you respond?

**Scenario 8 -** ***Accepting Praise***

Today is only the second time you have been assigned to care for Mrs. Butterworth. When you arrive at her home, she tells you how lovely you look and that your smile brightens her day. Before you leave Mrs. Butterworth asks you to write a short note for her, as she is unable to do it herself because of the inability to use her writing hand. As she dictates, you become embarrassed as you realize that she is praising your work to your employer.

How do you respond?

**Create Your Own Scenario and Role-Play**

## *TITLE:*

Dealing with Angry Clients

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop strategies for dealing with anger expressed by patients/clients

## *OBJECTIVES:*

1. To read an American Journal of Nursing article
2. To define vocabulary using contextual clues and a medical dictionary
3. To translate sentences from the article into your own words
4. To analyze sentence structure as a means to unlocking meaning
5. To explain the 5 steps the author prescribes for defusing anger in a patient/client
6. To apply the strategies of the article to a patient/client for whom you have cared
7. To compare the two positions of "building a professional relationship with a patient" and "emotional detachment"

# DEALING WITH ANGRY CLIENTS

The following activity is built around a fairly difficult article written in the American Journal of Nursing called "*How to Unmask The Angry Patient*," written by Christine Simms, a psychiatric consultation-liaison nurse at the Hospital of the University of Pennsylvania in Philadelphia. (April 1995, pp. 37-40)

Although this article deals specifically with patients in a hospital setting, the points the article makes can be applied to a nursing home setting or to a client's own home setting. The anger could be expressed similarly in any setting since illness itself can cause the despair that often manifests itself as anger toward family members and caregivers.

## A. Before you read

In your journal describe a client/patient for whom you have cared (with fictitious name for anonymity) who has expressed anger toward you or other caregivers. How was the anger expressed? What seemed to be the cause of the anger? What was the real cause of the anger? If you were able to overcome the anger, how did you do so?

## B. Read the article

1. Define the following vocabulary words based on the context. For some of them you may need to use a medical dictionary or regular dictionary.

- renal failure________________________________________
- congestive heart failure______________________________
- vascular neuropathy__________________________________
- dialysis____________________________________________
- vulnerability_______________________________________
- powerlessness______________________________________
- isolation___________________________________________
- resourcefulness_____________________________________
- resilience__________________________________________
- impasse____________________________________________

- disconnection________________________________________
- rebuild functioning____________________________________
- tacitly________________________________________________
- rapport_______________________________________________

2. Two paragraphs are pivotal for understanding why patients/clients become angry in the caregiving setting. Read carefully the two full paragraphs in column 3 on page 37. Explain what each sentence means in your own words.

   a. *The hospital world is one of intense and constant pressure, often structured around a mechanistic view of people that separates mind from body and emphasizes symptom management.*

   ____________________________________________________

   ____________________________________________________

   ____________________________________________________

   b. *All too often, patients are treated as mindless or ignorant objects for expert staff to take care of.*

   ____________________________________________________

   ____________________________________________________

   ____________________________________________________

   c. *The warmth of the human touch is often missing, reinforcing the patient's anger and fears about being abandoned and dying.*

   ____________________________________________________

   ____________________________________________________

   ____________________________________________________

d. *Disconnected from their familiar world, they're alone with their feelings, which increases their fears and sense of vulnerability.*

________________________________________

________________________________________

________________________________________

e. *A patient's anger is often a signal, a plea to be understood and treated as a person and not as a collection of symptoms.*

________________________________________

________________________________________

________________________________________

f. *Frightened and unable to find words to describe his feelings, he may rage outwardly through name calling, physical and verbal threats, and refusals of treatment.*

________________________________________

________________________________________

________________________________________

g. *Or, he may turn his rage inward, following rules like a robot and appearing emotionally detached, all the while seething inside.*

________________________________________

________________________________________

________________________________________

h. *The consequences of these destructive behaviors tend to perpetuate his anger, which is further fueled by disconnection and isolation from family and community.*

________________________________________

________________________________________

________________________________________

3. The meaning of these sentences can often be unlocked by looking at the structure of the sentences.

a. Isolating the main clause or independent clause is one way to help you read for meaning. In sentences a and c, for example, the main clause is at the beginning of the sentences. What is the main clause in sentence d?

______________________________________________

**Underline the main clauses in all the sentences above.**

b. Several of the sentences have dependent clauses. Check in a grammar text for the definition of a dependent clause. One example is sentence h: *which is further fueled by disconnection and isolation from family and community* is the dependent clause. "Which" renames what in the independent clause?

______________________________________________

What is the complete verb of the dependent clause?

______________________________________________

Identify one other sentence from above with a dependent clause.

______________________________________________

______________________________________________

c. A number of the sentences employ participial phrases. Check a grammar text for the definition of a participial phrase. What distinguishes a phrase from a clause?

______________________________________________

In sentence c, the participial phrase is *reinforcing the patient's anger and fears about being abandoned and dying*. What does this phrase modify in the independent clause?

______________________________________________

______________________________________________

In sentence f, the participial phrase is ***Frightened and unable to find words to describe his feelings,***. What does this phrase modify in the independent clause?

______________________________________________

What is the difference between the two?

______________________________________________

______________________________________________

Which other sentences contain participial phrases? What does each modify?

______________________________________________

______________________________________________

4. Explain each of the five steps for defusing anger.

a. *Look beneath the patient's mask of anger.*

______________________________________________

______________________________________________

______________________________________________

b. *Develop a contextual understanding of the presenting problem.*

______________________________________________

______________________________________________

______________________________________________

c. *Collaborate with the patient.*

______________________________________________

______________________________________________

______________________________________________

d. *Expand the context to include families.*

e. *Focus on competence.*

## C. After you read

Explain whether the emphasis of this article on building relationships with patients/clients is in conflict with another medical teaching of maintaining a professional detachment from patients/clients. How can those two positions coexist? In other words, is there a difference between building a professional relationship and emotional detachment? Where do you as a health care provider draw the line?

## *TITLE:*

Communicating with Patients who Feel
Obligated to Suffer

## *ISSUE:*

Interpersonal

## *GOAL:*

## *OBJECTIVES:*

1. To read an article from American Journal of Nursing
2. To define vocabulary using contextual clues
3. To explain the dilemma faced by caregivers when patients refuse treatment
4. To identify strategies for dealing with such patients
5. To apply those strategies to your own caregiving

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# COMMUNICATING WITH PATIENTS WHO FEEL OBLIGATED TO SUFFER

## *INTERPERSONAL SKILLS*

You will read an article entitled "'*My Pain is God's Will*'" from the June 1996 issue of American Journal of Nursing, pages 45-47. Two perspectives are given in the article, one "A Pain Management Nurse's Dilemma" and the other "A Chaplain's Perspective."

### I. Before You Read

In your journal, describe a situation in which a patient you have cared for has expressed a belief that his or her suffering is God's will. What was your response to such a comment?

________________________________________

________________________________________

________________________________________

### II. Reading Activities for Lydia Kumasaka's piece:

A. As you read, define the following vocabulary words from the context of the article:

- pain management clinical specialist--____________________

  ________________________________________
- autonomy--____________________________

  ________________________________________
- oncology--____________________________

  ________________________________________
- pancreatic cancer--______________________

  ________________________________________
- metastases--__________________________

  ________________________________________

- mg--____________________________________________________________
- oxycodone--____________________________________________________________
- morphine--____________________________________________________________
- patient-controlled analgesia (PCA) pump--________________________________________
- splinted her abdomen--__________________________________________________
- grimaced--____________________________________________________________
- ethical responsibility--__________________________________________________
- diagnosis--____________________________________________________________
- prognosis--____________________________________________________________

**B.** **Explain Lori Dela Cruz's reason(s) for refusing pain management medication.**

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C. Explain Lydia Kumasaka's dilemma when faced with Lori's explanation of her suffering.

D. Explain the insights Lydia gained as a result of working with Lori.

E. What four suggestions does Lydia offer to other health care providers when dealing with patients?

## III. Reading Activities for "A Chaplain's Perspective":

A. Define the following words from the context as you read:

- caution--
- retrospect--
- flawed--
- unethical--
- rapport--

B. Explain why Chaplain Al Miles says that he used the wrong method when dealing with Jack.

______________________________

______________________________

______________________________

______________________________

C. What suggestions does Al offer health care providers as they deal with patients who refuse pain medications for religious reasons?

______________________________

______________________________

______________________________

______________________________

## IV. Follow-up to the Reading

Which one of Lydia's four suggestions above do you think is the most important one for you to concentrate on? Explain why.

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

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## *TITLE:*

Reading Enhancement/Case Study
"Walk In The World For Me"

## *ISSUE:*

Interpersonal

## *GOAL:*

To apply death and dying coping strategies to a case study

## *OBJECTIVES:*

1. To read a selection about a dying patient
2. To answer questions about the reading selection
3. To compare the treatment given a dying client and one who is just infirm
4. To identify the qualities that are important for a caregiver to possess

# READING ENHANCEMENT

## *PERSONAL ISSUES*

*"Walk in the World for Me"*

**Before You Read**

Choose one of the following topics to discuss in a journal entry:

A. We do not know how to cure many diseases, such as cancer. Do you think it is worthwhile to spend a lot of money on research for cures? Explain.

B. Explain how you have dealt with a dying patient that you have had to care for on your job. Do you deal differently with the dying than with those who just infirm?

**Read the Selection and Answer these Questions**

1. What does the title of the story refer to? What does it mean?

2. What kind of person was Eric?

3. Describe some of Eric's feelings from the time he knew he had leukemia to the time shortly before he died.

4. What kind of person was Doris Lund, Eric's mother?

5. These words were important to Eric: Exercise, Attitude, Desire. Why were they important? What do you think they gave Eric?

6. What were some of Eric's gifts to his mother? Were they important gifts? Explain.

**Follow-up to the Reading**

In your journal answer the following questions:

a. What are your goals?
b. How do you want to live your life?
c. What things are important to you?

(All three selections in this packet, *"Telephone Solicitor," "The Breath of Life," and "Walk in the World for Me,"* were taken from People: Scott, Foresman Adult Reading: Comprehension, 1981.)

## TITLE:

Reading Enhancement/Case Study
"The Breath of Life"

## ISSUE:

Interpersonal

## GOAL:

To evaluate communication strategies in a case study

## OBJECTIVES:

1. To read a selection about a blind man and a near-death experience
2. To answer questions about the selection
3. To identify foreshadowing techniques
4. To identify problem-solving strategies used in communicating on the job

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# READING ENHANCEMENT

## *INTERPERSONAL ISSUES*

*"The Breath of Life"*

**Before You Read**

People who have had near death experiences often say that their lives flash in front of them. If your life were to flash in front of you, what would be the high points? Be specific in describing these high points in your journal.

**Read the Selection and Look for these Vocabulary Words**

convenient
alarmed
pathetically
frustration

**Answer these Questions**

1. If you were writing a news article of what happened in the story, you would have to know certain facts. Answer the questions who? what? where? when? and how? using the facts given in the story.

2. How did Sullivan feel when he got the call from MGM?

3. How did he feel when he knew Blythe had fallen into the pool? How did he feel when he found her body? How did he feel when he heard Blythe start to breathe again?

4. Do you think Sullivan saved his daughter's life because he was lucky or because he used his head? What makes you think so?

5. What did Sullivan mean when he said, "if you could only see what I hear"?

6. Foreshadowing is a warning of something that is coming.

   a. Which paragraph foreshadows Blythe's accident?______________________

   b. When in the story did you know Sullivan was blind?

   c. Was there any foreshadowing of Sullivan's blindness? If so, what is it?

7. Use each of the vocabulary words given above in a sentence of your own. Try to use experiences from your job for each sentence.

## Follow-up to the Reading

In your journal describe a time when you have been faced with a problem to solve on your own and explain how you solved it. You may use an experience from your job or your life.

## *TITLE:*

Coping With Death and Dying

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop coping skills to use with dying clients

## *OBJECTIVES:*

1. To apply listening, viewing, and note taking skills to several videos on death and dying
2. To identify the stages of dying
3. To identify the signs of death
4. To identify acceptable and unacceptable communication tools to use with the dying
5. To identify the Hospice philosophy of dying
6. To problem solve coping skills to relieve the stress of caring for dying clients.

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# COPING WITH DEATH AND DYING

## LISTENING, VIEWING, AND NOTE-TAKING SKILLS

You will be viewing several Mosby Lifeline videos from the Continuing Health Care Series. You will be employing the skills of listening, viewing, and note-taking simultaneously. Studies have shown that you will remember up to 78% of the information you record. If you do not write it down, you will remember only 5% to 34% of what you hear!

***Guidelines for Active Listening:***

- Focus your attention--concentrate on the message and not just on the messenger
- Identify the focus of the topic--all of the videos that follow talk about death and dying, usually in the Hospice context, but each one takes a different slant on the topic
- Summon up your background knowledge as an aid in learning new information
- Grasp the main ideas--listen for cues from the speaker, repetition, visualization of points
- Visualize the message--a video is a visualization, but in other experiences you may need to apply what you are hearing to what you already have stored away as mental pictures
- Check your understanding--ask questions, summarize the main ideas in your own words
- Take notes that will be meaningful when you return to them later
- Since you will be given questions to guide your listening and viewing experiences, read through the questions first to get an understanding of what to look for

***Guidelines for Note-taking:***

- Jot down the most important points

- Use an outline format with main ideas to the far left, major subtopics indented under each main idea, and examples or details indented even further; leave room for later additions

- Use your own words whenever possible, but realize that words listed on the screen may be important concepts to put into your vocabulary

- Use clear abbreviations and ones you understand; here are some common ones:

| Common Words | Abbreviations |
|---|---|
| with | w/ |
| and | & |
| definition | def |
| introduction | intro |
| example | ex |
| important | imp't |
| continued | cont'd |
| therefore | ∴ |
| leads to | → |
| organization | org |
| information | info |

- Reread your notes immediately and fill in missing information while the information is fresh in your mind

# COPING WITH DEATH AND DYING

## Applying the Listening, Viewing, Note-taking Skills

You should practice the above skills with the following videos from Mosby Lifeline. All of them deal with different aspects of Death and Dying.

I. As you watch the video "**Death and Dying: Issues for Home Care Aides and Caregivers,**" look for answers to the following questions. Practice taking notes on the answers.

A. Who is the intended audience of this video?____________________

________________________________________

B. What are the stages that a dying person may go through?____________

________________________________________

________________________________________

________________________________________

C. What are the signs of impending death?_______________________

________________________________________

________________________________________

________________________________________

D. What are the signs of death?_____________________________

________________________________________

________________________________________

________________________________________

E. Communication Issue: Why are you NOT to tell the dying that "It will be all right," or "I'm sure it won't be that way"?________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

F. Problem Solve: Why do you NOT call 911?________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

After viewing the video and taking notes, compare your answers with others who may have watched the video. Discuss with a partner, a group, or the instructor what things were good about the video and what things seem to be missing.

# COPING WITH DEATH AND DYING

## Applying the Listening, Viewing, Note-taking Skills

II. As you watch the video "**Hospice: Caring Instead of Curing**," look for answers to the following questions. Practice taking notes on the answers.

A. Who is the intended audience of this video?______________________

B. What is Hospice's definition of hope?______________________

C. What is Hospice's priority?______________________

D. What are the services offered by Hospice after death?______________________

E. Communication Issue: What communication issues are explored in this video?

F. Problem Solve: Why can Hospice NOT guarantee an "easy death"?______________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

After viewing the video and taking notes, compare your answers with others who may have watched the video. Discuss with a partner, a group, or the instructor what things were good about the video and what things seem to be missing.

# COPING WITH DEATH AND DYING

**Assessing Listening, Viewing, and Note-taking Skills**

III. As you watch the video "Caring for Persons with AIDS: Guide for Home Care Aides," look for answers to the following questions.

A. Who is the intended audience of this video?____________________________

____________________________________________________________

B. What are the five (5) things caregivers MUST have in this situation?____________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

C. What are the four (4) basic areas of training that the caregiver must have and what must he/she be alert to observe in each?____________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

D. For each of those four (4) areas, what responsibility does the caregiver have in taking care of the problems observed?____________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

E. Communication Issue: What is the implication of the nonverbal communication going on when the video portrays hands-on caregiving with NO use of precautions?

F. Problem Solve: How can a caregiver relieve the stress of caring for an AIDS patient?

After viewing the video and taking notes, talk with the instructor about your answers to see how well you did. You may also make comments about what things were good in the video and what things seem to be missing.

## *TITLE:*

The Stages of Dying

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand the stages of dying

## *OBJECTIVES:*

1. To read an article from Geriatric Care
2. To outline the three stages of dying
3. To apply the reading to caregiving situations

## THE STAGES OF DYING

### *INTERPERSONAL ISSUE*

A short article in Geriatric Care called "Recognizing the Stages of Dying" can be a good place to start your reading on the topic of Death and Dying.

1. As you read, outline the three stages of dying.

2. How have those three stages manifested themselves in clients/patients that you have cared for?

3. Are you usually able to tell when death is imminent for a client/patient? If so, what clues do you see?

4. How do you deal with the deaths of clients/patients you have cared for? Does it get easier as you gain more experience?

## *TITLE:*

Communication Strategies with the Dying

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand that nonverbal communication strategies convey power to the dying

## *OBJECTIVES:*

1. To read for information about the Internet
2. To define Internet terminology
3. To explain kinds of information available from Internet sources
4. To explore an Internet source
5. To use the Internet to research a disease or issue related to health care
6. To use the Internet to explore career options in the health care field

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## COMMUNICATION STRATEGIES WITH THE DYING

### *INTERPERSONAL ISSUE*

Read the article “**Empowering Dying Elders and Their Families**” in *Geriatric Care* for February 1997. The focus of the article is on the power struggle that is sometimes part of caregiving.

1. Give an example of a time when someone (not a client) exerted power over you. How did you feel in that situation?

2. Outline the seven nonverbal communication strategies given in the article.

3. Can you think of other ways you convey power to clients, beside what’s listed in the article?

## *TITLE:*

Dealing with Death and Dying

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop strategies for working with family members of the dying

## *OBJECTIVES:*

1. To explore your own philosophy of death
2. To argue pro or con on the Kevorkian issue of assisted suicide for the terminally ill
3. To compare a dying person's bill of rights with your employer's statements
4. To read Kuber-Ross's section on the patient's family
5. To summarize salient points from Kuber-Ross to be used in your caregiving setting
6. To read Hospice's booklet "*Gone from My Sight*"
7. To identify steps Hospice uses to help family members understand the dying experience
8. To problem solve caregivers' responses to family members in scenarios involving dying patients

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# INTERPERSONAL SKILLS

## DEALING WITH DEATH AND DYING

**Preliminary Matters:** In your journal explain how you feel about death. What is your attitude towards it? How did you come to this philosophy? How is your attitude helpful in dealing with dying clients/patients?

I. Death and dying is much in the news because of Dr. Jack Kevorkian and his assisted suicide for terminally ill patients. You may agree or disagree with his philosophy and methods, but for learning center purposes, choose either the pro-Kevorkian side or the con-Kevorkian side and argue the issue. What are the extenuating circumstances that each side must consider? What are the ethical issues involved? What role does one's religious beliefs play in this debate? Give three or four reasons to back up your position.

### PRO-KEVORKIAN: REASONS FOR ASSISTED SUICIDE

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

### CON-KEVORKIAN: REASONS AGAINST ASSISTED SUICIDE

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

II. Usually facilities of long-term care, hospitals, hospice, and agencies which provide care to the dying in their homes abide by certain codes of behavior, often called the dying person's bill of rights. Examine the one below created at a workshop on **"The Terminally Ill Patient and the Helping Person,"** sponsored by the Southwestern Michigan Insurance Education Council and conducted by Amelia J. Barbus.

- I have the right to be treated as a living human being until I die.
- I have the right to maintain a sense of hopefulness, however changing its focus may be.
- I have the right to be cared for by those who can maintain a sense of hopefulness, however changing this might be.
- I have the right to express my feelings and emotions about my approaching death in my own way.
- I have the right to participate in decisions concerning my care.
- I have the right to expect continuing medical and nursing attention even though "cure" goals must be changed to "comfort" goals.
- I have the right not to die alone.
- I have the right to be free from pain.
- I have the right to have my questions answered honestly.
- I have the right not to be deceived.
- I have the right to have help from and for my family in accepting my death.
- I have the right to die in peace and dignity.
- I have the right to retain my individuality and not be judged for my decisions which may be contrary to beliefs of others.
- I have the right to discuss and enlarge my religious and/or spiritual experiences, whatever these may mean to others.
- I have the right to expect that the sanctity of the human body will be respected after death.
- I have the right to be cared for by caring, sensitive, knowledgeable people who will attempt to understand my needs and will be able to gain some satisfaction in helping me face my death.

A. Orally or in writing, explain what each right means.

B. Compare this list of rights with those of your employer. What are the similarities and differences? (Try to include with your response a copy of your employer's bill of rights for the dying person. Ask your supervisor for such a document.)

III. One issue that caregivers face is dealing with the client/patient's family. Kübler-Ross's book On Death and Dying includes a chapter called "*The Patient's Family*" (IX, p. 139).

A. As you read the chapter, be sure you can define the following words and phrases:

1. point of view of our unconscious
2. neutral outsider
3. unresolved anger
4. somatic symptoms
5. preparatory grief
6. life-long phobias
7. implicitly or explicitly
8. ruminate in fantasies

B. Although Kübler-Ross's book is written from the hospital perspective, you can apply what she says to your caregiving setting. What are several of the important things you can use in your caregiving setting in dealing with the patient/client's family?

IV. Carroll Hospice uses a booklet called "***Gone From My Sight***" as a way of training family members in what to expect as the patient undergoes the dying experience. Although this booklet deals with the physical signs in the dying process, Hospice believes that it is important for family members to know what to expect at various stages of the process.

A. If you are a Hospice employee, what has been your experience with this booklet? How good is the booklet at preparing family members for the physical changes in their loved one?____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

B. If you are not a Hospice employee, what steps does your employer take to help family members understand the dying experience?____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

____________________

V. The following scenarios delineate several kinds of responses and reactions you might receive from family members as you give care to their dying loved one. What should your response be?

A. A grandson visits often with his dying grandmother who raised him from a small child. You know that he is in denial about her impending death because he keeps telling you about what he will do for his grandmother as soon as she is well again.

***Should you force the truth or try to persuade the grandson to face the truth? Or, should you simply listen and allow him to express his feelings?***________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

B. The dying mother's daughter seems always to be by her mother's side. But when you are giving care to the mother, the daughter often criticizes how you do things and even takes over sometimes, grumbling that "You are not at all competent!"

***Should you defend yourself and your methods of caregiving? Should you allow the daughter to continue berating you? What should you do if some of the daughter's complaints are legitimate?***________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

C. The wife of your dying patient/client always questions you about her husband's condition. She asks you why her husband does not eat and why you don't force him to eat. At other times she asks you why he sleeps so much. Lately she has been asking you why his skin color seems to be yellowish and why his skin sometimes feels cold and sometimes hot.

***Should you explain that these things she is noticing accompany the dying process? Should you refer her to the R.N. in charge of his case? What kind of communication skills do you need to use with the wife?***____________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

## *TITLE:*

Dealing with Death

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop strategies for dealing with dying patients

## *OBJECTIVES:*

1. To read an article from the American Journal of Nursing
2. To define terms from contextual clues
3. To answer questions based on the reading
4. To compare the author's view of death with the Hospice view
5. To apply the author's strategies to caregiving situations

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# DEALING WITH DEATH

## *INTERPERSONAL SKILLS*

You are asked to read the article, "*Tools of the Heart*" by Robin Fisher from July 1996 American Journal of Nursing, pages 56-57. In this article Fisher gives nurses and all health care providers some insight into how to deal with dying patients. This article expresses the philosophy of Hospice.

A. Make sure you can define the following vocabulary from the context of the article:

- mottle--
- vacillated--
- ambivalence--
- diaphoretic--
- accouterments--
- transcend--
- posturing--
- preconceptions--

B. Answer these questions based on the reading:

1. What are nurses usually taught that is perhaps not useful or helpful for the dying patient?

2. What did Fisher learn from Ruby, the master gardener?

3. How does Fisher view death? How is her view similar to the Hospice view of death? (You may want to check the Hospice materials in the learning center.)

4. What should health care providers do for patients and their families who are facing death?

C. Based on your work with a dying patient, what "tools of the heart" have you employed that have seemed to help? (If you have never worked with a dying patient, describe how you have applied some of Fisher's "tools of the heart" to patients who were expected to live.

## *TITLE:*

Death and Dying

## *ISSUE:*

Interpersonal

## *GOAL:*

To identify the stages of dying

## *OBJECTIVES:*

1. To read Newsweek articles and a portion of How We Die by Sherwin Nuland
2. To define vocabulary with contextual clues and a medical dictionary
3. To explain the process of dying from various diseases
4. To explain what is meant by a "good death"

# DEATH AND DYING

## *INTERPERSONAL ISSUES*

As a caregiver you may have to be with a patient when he/she dies. Knowing what to expect can give you insight into what is happening to the dying person. One such reading is found in the November 25, 1996 Newsweek article, **"The Moment of Death,"** in which the writer explains what happens, in mind and body, when life flickers out. This short piece is a part of the larger discussion of **"The Art of Dying Well,"** sparked by the death of Cardinal Bernardin.

### I. Before You Read

What is your idea of a "good death," a term that seems like an oxymoron?

### II. As You Read

A. Be sure that you can define these terms as you read:

1. cardiac arrhythmias--
2. hyperventilate--
3. endorphins--
4. hemoglobin--
5. metabolite--
6. metastasis--
7. horrific--

B. Answer the following questions on the article:

1. Although the moment of death is said to be as individual as the decades of life, what is the fundamental cause of death in all cases?

2. Explain how this dying is the same in the following diseases:

a. Heart disease--______________________________________

b. Liver failure--______________________________________

c. Cancer--__________________________________________

3. How does the writer say that Dr. Sherwin Nuland explains "**near death**" experiences?

______________________________________________________

______________________________________________________

4. What happens to the patient's body at the very end?

______________________________________________________

______________________________________________________

## III. After You Read

1. Explain why death, like life, is called a process.

______________________________________________________

______________________________________________________

2. Home Care Challenge owns the 1994 best seller, How We Die by Sherwin B. Nuland. Look through the book and choose to read one of the following chapters dealing with various diseases or ways of dying:

- "The Strangled Heart" or "A Valentine--and How it Fails"--heart disease
- "Three Score and Ten" or "Doors to Death of the Aged"--death in old age
- "Alzheimer's Disease"
- "Murder and Serenity"
- "Accidents, Suicide, and Euthanasia"
- "A Story of AIDS" or "The Life of a Virus and the Death of a Man"--AIDS
- "The Malevolence of Cancer" or "Hope and the Cancer Patient"--cancer

Summarize what Nuland has said about the kind of death you read about.

Finally, read Nuland's short chapter "The Lessons Learned" and the "Epilogue."

## *TITLE:*

Coping With Grief, Dying and Death

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand the dying patient's reactions and coping mechanisms in an effort to identify the coping mechanism needed by the caregiver (Use Rando's book Grief, Dying, and Death)

## *OBJECTIVES:*

1. To read selected chapters from Rando's book
2. To define vocabulary
3. To identify guidelines for communicating with the dying patient
4. To identify conscious and unconscious attitudes about dying patients
5. To problem solve coping strategies for dealing with death and dying
6. To identify changes that result from having to deal with a terminal illness
7. To identify what a dying client needs from the caregiver
8. To identify the ethical issues and stresses caregivers face in caring for dying clients

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# INTERPERSONAL ISSUES

Grief, Dying, and Death: Clinical Interventions for Caregivers by Therese A. Rando, a 1984 text that is still highly recognized, addresses not only the issues of personal death awareness and bereavement, but also the issue of care for those with terminal illness facing the dying process. The vocabulary and sentence structure of this book are particularly difficult. The instructor will work through the material with you.

**Chapter 9** on "**The Dying Patient's Reactions**" and **Chapter 10** on "**The Dying Patient's Coping Mechanisms**" are good resources for you as a caregiver.

Two other chapters are particularly germane to your role as caregiver:

**Chapter 11 - "Caring for the Dying Patient"**

> Of particular importance in this chapter is the caregiver's communication with the dying patient and guidelines for such communication. The exercises at the end of the chapter are excellent for working with attitude toward dying. They are repeated here with some modifications for your responses. If you have never worked with the dying, try to imagine your reactions.

**Exercise VII--pp. 322-324**

***Your Attitudes Towards Working With the Dying***

We need to recognize our unconscious and conscious attitudes and preconceptions about dying patients in order to be more responsive to them.

1. List some of the expectations you have about dying patients (they should talk about their illness, they should make peace with their families prior to death).

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

2. What do you like most about dying patients?____________________

   ____________________________________________

   ____________________________________________

3. What do you like least about dying patients?______________________________

______________________________________________________________

______________________________________________________________

4. How do your attitudes affect your work with the dying, positively and negatively?

______________________________________________________________

______________________________________________________________

______________________________________________________________

5. What are the struggles you have in your work with the dying?__________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

6. How do you cope with people who lack positive characteristics because of their dying (they are not pretty, productive, independent)?______________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

7. How do you deal with your reactions to these unfavorable characteristics of dying patients?__________________________________________________

______________________________________________________________

______________________________________________________________

8. It is not uncommon to wish we could take away the pain from the dying and bereaved, although we cannot. How do you control the urge to "do something"?____________

______________________________________________________________

______________________________________________________________

______________________________________________________________

**Exercise VIII--pp. 324-326** would be a useful tool for helping to sensitize yourself to the experience of the dying patient. If you do not want to put yourself into the equation, use the following questions using a client instead.

1. What is most confusing to your client about his/her terminal illness?______________

______________________________________________________________

______________________________________________________________

______________________________________________________________

2. What things does your client most value? How has the terminal illness changed those values?______________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

What could be done to minimize those changes?____________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

3. How has the ability to be productive been changed for your client by terminal illness? How can those changes be minimized?________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

4. What have been the hardest things for your client to give up as a result of the terminal illness? What could be done to help with these?____________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

5. What does your client want or need from you as a caregiver?____________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

The last chapter of the book, **Chapter 14 - "The Caregiver's Personal Concerns,"** focuses on problems that the caregiver faces as a result of dealing with the dying client. Ethical issues and stress are very real problems faced by the caregiver. Exercise IX at the end of the chapter is a good one for zeroing in on expectations of yourself to help eliminate the stresses of dealing with the dying.

**Exercise IX--pp. 443-444**--with some modifications

***Professional and Personal Expectations of Yourself***

1. What expectations do you have about yourself in caring for the dying and the bereaved?

____________________________________________________________

____________________________________________________________

____________________________________________________________

2. What is your definition of success in your work with clients?

____________________________________________________________

____________________________________________________________

____________________________________________________________

3. What are the two or three most difficult aspects of your work with the dying and the bereaved?____________________________________________

____________________________________________________________

____________________________________________________________

4. What are you doing to help yourself cope with these?____________________

____________________________________________________________

____________________________________________________________

5. How do you debrief after the death or relocation of a patient with whom you have had either long-term or emotional involvement?__________________________

6. How does stress affect you? What are the warning signs that you are overstressed? Are there strategies you should use to help you manage stress?__________________________

# VOCABULARY FOR CHAPTER 9

## "The Dying Patient's Reactions"

anticipatory grief______________________________

ambivalence______________________________

myriad______________________________

social milieu______________________________

psychosocial variables______________________________

anxiety vs. fear______________________________

idiosyncratically______________________________

deprivation______________________________

efficacious______________________________

progeny______________________________

fear of regression______________________________

somatic equivalents______________________________

therapeutic intervention______________________________

# VOCABULARY FOR CHAPTER 10

## "The Dying Patient's Coping Mechanisms"

defense mechanisms________________________________________

coping (ego-coping) mechanisms________________________________________

maladaptive________________________________________

regression________________________________________

egocentricity________________________________________

autonomy________________________________________

repression________________________________________

suppression________________________________________

vacillation________________________________________

pernicious________________________________________

rationalization________________________________________

depersonalization________________________________________

dissociation________________________________________

projection________________________________________

introjection________________________________________

intellectualization________________________________________

obsessive-compulsive mechanisms________________________________________

counterphobic mechanisms________________________________________

sublimation________________________________________

# VOCABULARY FOR CHAPTER 11

## "Caring for the Dying Patient"

ego prosthesis____________________

decathexis____________________

tenuous____________________

palliative medicine____________________

closed awareness context____________________

suspicion awareness context____________________

mutual pretense awareness context____________________

open awareness context____________________

activity-passivity relationship____________________

guidance-cooperation relationship____________________

mutual participation relationship____________________

autonomous____________________

verbose____________________

holistic care____________________

incongruities____________________

nondirective____________________

attending behavior____________________

caveat____________________

raison d'etre____________________

oscillations____________________

dissimulation________________________________________

antipathy________________________________________

iatrogenic distortions________________________________________

ancillary staff________________________________________

Aesculapian authority________________________________________

# VOCABULARY FOR CHAPTER 14

## "The Caregiver's Personal Concerns"

dilemma

consequentionalism

non-consequentionalism

euthanasia

existential anxiety

burn-out

salient

mitigation

exacerbated

replenishment

ventilation

## *TITLE:*

Understanding Cultural Diversity
In Caring for Patients

## *ISSUE:*

Interpersonal

## *GOAL:*

To develop strategies to care for clients from different cultures

## *OBJECTIVES:*

1. To read an article from the American Journal of Nursing
2. To define vocabulary from contextual clues and a dictionary
3. To outline the article
4. To take notes on salient points
5. To identify the main exponents of cultural diversity, including linguistic customs, nonverbal cultural cues, family structure, dietary traditions, religious practices
6. To apply the strategies of the article to scenarios
7. To explain your experiences with cultural diversity

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# UNDERSTANDING CULTURAL DIVERSITY IN CARING FOR PATIENTS

## *INTERPERSONAL ISSUES*

You are asked to read the article, "*Cultural Dimensions in Home Health Nursing*" by Divina Grossman in the July 1996 issue of American Journal of Nursing, pages 33-36.

### I. Before You Read

Describe in your journal any cultural diversity or cultural factors you may have experienced in caring for people. (These do not necessarily have to involve different races but may simply involve a different ethnic group.)

### II. As You Read

A. The first page of the article gives you insight into what you are about to read. Answer the following based upon that first page.

1. What is the meaning of the title?____________________

____________________

2. What does the headnote (after the title) tell you?____________________

____________________

3. What are the areas that Grossman will explore in her article?____________________

____________________

____________________

4. What is Grossman's thesis or main point?____________________

____________________

____________________

5. What do the pictures around the edge of the page tell you?____________________

____________________

____________________

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B. Vocabulary is important in an article such as this. Some specialized vocabulary will be dealt with later, but you should be familiar with the following words:

- cultural beliefs (p.33)--________________________________________
  ____________________________________________________________
- causation (p.34)--________________________________________
  ____________________________________________________________
- ingestion (p.34)--________________________________________
  ____________________________________________________________
- matriarchal (p.35)--________________________________________
  ____________________________________________________________
- patriarchal (p.35)--________________________________________
  ____________________________________________________________
- perpetuate (p.35)--________________________________________
  ____________________________________________________________
- hemiplegic (p.36)--________________________________________
  ____________________________________________________________
- plethora (p.36)--________________________________________
  ____________________________________________________________
- propitiated (p.36)--________________________________________
  ____________________________________________________________
- transcultural nursing (p.36)--________________________________________
  ____________________________________________________________

C. For the section on "**Health Belief Systems and Practices,**" answer the following questions:

1. Explain each of the three types of health belief systems.________________

2. Describe your experiences with any of these types.________________

3. Why is it important for a health care provider to be familiar with these systems and practices?

D. For the section on "**Slang Terms and Linguistic Customs,**" answer the following:

1. What are linguistic customs?________________

2. Why is it important for a health care provider to be familiar with slang and linguistic customs?

E. Answer the following questions about "**Nonverbal Cultural Cues**":

1. Define in your own words the meanings of

simpatia--

personalismo--

kreengcaj--

2. Whether or not you have dealt with a patient from another culture, what nonverbal signals have you observed in patients? How do you respond to these cues?

3. Why is it important for a health care provider to be familiar with nonverbal cues?

F. Look for answers to these questions under "**Family and Kinship Structure**":

1. Grossman notes six (6) types of family structure; what are they?__________

2. How is the Anglo-American family structure different or an exception to some other cultures?

3. What will knowing the family and kinship structure tell you as a health care provider?

G. Why is it important for a health care provider to know the "Cooking and dining traditions" of patients?

H. Why is it important for a health care provider to know the "Influence of religion" on patients?

I. Grossman describes Madeline Leininger's three main approaches for dealing with culturally diverse beliefs and practices in the last section of the article on transcultural nursing. Define each approach and give an example.

## III. After You Read

Below are some situations you may encounter as a health care provider where cultural diversity is important. How should you respond in each situation?

A. You enter the home of the Fans, an elderly Chinese couple. How will you address the man, your patient?

B. You are asked to prepare a meal for a Jewish patient who "keeps kosher." Will you be able to do this?

C. You have prepared a meal for a 74-year-old Muslim woman with cancer. She refuses to eat because it is Ramadan when devout Muslims abstain from food and drink during daylight hours. How will you respond to this situation?

D. This 74-year-old Muslim woman has a husband. Does this alter your response to C?

E. Your patient is of Hispanic descent; you have been called upon to bathe this patient and change her bed linens. How will you open your conversation with her?

F. Your patient is a Cuban American who wears a charm to drive away evil spirits. How will you respond to this information?

## *TITLE:*

Understanding the Hispanic Culture

## *ISSUE:*

Interpersonal

## *GOAL:*

To understand implications of the Hispanic culture on caregiving

## *OBJECTIVES:*

1. To read an article from Geriatric Care
2. To identify the Hispanic cultural practices that impact caregiving
3. To explain why it is important to know the cultural practices
4. To apply that knowledge to adjustments you will make as a caregiver

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# UNDERSTANDING THE HISPANIC CULTURE

## *Interpersonal Issues*

The October 1996 issue of Geriatric Care contains the article "*Respecting Hispanic Residents' Cultural Beliefs and Practices*."

### I. Before You Read

What are some customs of other cultures that you find unusual?

What are some American customs that you find strange?

### II. As You Read

1. Explain the opening statement of the article.

2. What is the writer warning you about in paragraph 2?

3. Although many Hispanics are Catholic, what other religious influences may be present in their culture that impact how they cope with illness, dying, or death?

4. What form of courtesy should you observe with older Hispanics?

5. What is the point of paragraph 5 about touch and privacy?

6. What do some Hispanics do when they think an illness has been caused by an imbalance in the body?

7. Why is it important to understand other cultures and beliefs?

## III. After You Read

Describe any encounters you have had with clients who are from other cultures and beliefs. Choose one situation where you have had to adjust (describe your adjustment) to a cultural difference. Describe the client's reactions to your adjustment.

## *TITLE:*

Exploring The Internet

## *ISSUE:*

Interpersonal

## *GOAL:*

To use the Internet to explore issues in the health care field

## *OBJECTIVES:*

1. To read for information about the Internet
2. To define Internet terminology
3. To explain kinds of information available from Internet sources
4. To explore an Internet source
5. To use the Internet to research a disease or issue related to health care
6. To use the Internet to explore career options in the health care field

# EXPLORING THE INTERNET

## Interpersonal Issues

Another form of communication in the 1990s is via the World Wide Web. The June 1997 issue of American Journal of Nursing explores this crucial method of getting information and staying current on issues involved in patient care and career opportunities. You can be a leader at your place of employment by becoming savvy on the use of the Internet to gain much valuable information!

Read "A Nurse Explores the Internet" by Carrie J. Lybecker in the June 1997 issue of American Journal of Nursing, pp. 42-51. There is a test at the end of the article to help crystallize the concepts of the article.

**To Guide Your Reading**

1. What caution or downside to the Internet does the author offer?

2. What three things do you need to get started surfing the Internet?

3. What are the three most popular Internet service providers?

4. Explain the following three ways to search Web sites:

   a. “address”________________________________________

   ____________________________________________________

   b. “link”___________________________________________

   ____________________________________________________

   c. “search engine”__________________________________

   ____________________________________________________

5. List each of the Internet sources that Lybecker outlines and explain the kind of information available and its value. (There are 21 listed in addition to the AJN site--use other paper to list them.)

6. Choose one of the Internet sources to explore in the computer lab and explain why this one sounds interesting to you.

   ____________________________________________________

   ____________________________________________________

   ____________________________________________________

7. Use the article to complete the quiz on page 51.

**It is time to go online!**

**Use the Internet to help you explore the research topic you choose, particularly if you research a disease. Also, use the Internet to help you explore career options in the health care field.**

## IV. PROCEDURES ON THE JOB

a) Cloze Exercises
b) Steps In A Process
c) Map Reading and Directions #1
d) Map Reading and Directions #2
e) Car Accident Report
f) Vocabulary Development
g) Signs, Symbols, and Abbreviations
h) Filling Out The Care Plan
i) Documentation of Clients
j) Measuring Wounds
k) Measuring Pain In Cancer Patients
l) Following Directions For Vital Signs
m) Vital Signs
n) Temperature Conversions
o) Skin Care For Clients
p) Reducing Disruptive Behavior During Bathing
q) Incontinency
r) Helping Clients Be More Independent
s) Medication Errors
t) Nutrition Savvy
u) Nutrition
v) Nutrition: The Food Pyramid
w) Nutrition and Health
x) Nutrition - Fast Food: Fatter Than Ever
y) Back Tips For Health Care Providers
z) Ergonomics and You
aa) Infection Control

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**bb) Health and Safety: Drugs**

**cc) Hospice Medical Chart**

**dd) Hospice Nursing Assistant Competency Testing**

**ee)**

## *TITLE:*

Cloze Exercises

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To test participants reading level from health care topics

## *OBJECTIVES:*

1. To read CLOZE exercises on 5th, 7th, 9th grade reading levels
2. To fill in the blanks with appropriate vocabulary

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# CLOZE EXERCISE

## *PROCEDURES ON THE JOB*

In a CLOZE exercise you try to figure out which words are missing.

Here's an example. She picked up a pen and began to _______ a letter. She picked up a pen and began to write a letter.

In the passage below, try to guess the missing words. Read the whole story all the way through first. Then read each sentence and write in the missing words. Don't expect to get them all right. (From: "*It's Heartly Fare*")

### Food Groups

When you were a kid, you might have learned that healthy eating was to eat from four food groups. Eat some meats, dairy ________, vegetables, fruits, and breads ________ day. Most likely no ________ told you much more ________ this, and you went ________ eating what you liked. ________ you grew older, your ________ groups may have become ________, fat, salt, and alcohol. ________ many of us, they ________, and we ended up ________ our doctor's office with ________ or her saying, "Change ________ diet or else."

Well, ________ what you need to ________ about food groups. No ________ food gives your body ________ that it needs. This ________ why you will hear "________ a variety of foods ________ day." So try to ________ some of each of ________ every day: meats, dairy foods, vegetables, fruits, starches, breads, and fats.

# CLOZE EXERCISE

## *PROCEDURES ON THE JOB*

In a CLOZE exercise, you try to figure out which words are missing.

Here's an example. She picked up a pen and began to _______ a letter. She picked up a pen and began to write a letter.

In the story below, try to guess the missing words. Read the whole story all the way through first. Then ready each sentence and write in the missing words. Don't expect to get them all right (From: "*Caring For Cancer Patients*")

### THE CARE TEAM

You are an important member of the home care team. Always keep this in ________ as you assist cancer ________ and their families.

It's ________ that you will spend ________ time in the patient's ________ than other members of ________ home care team. So ________ will probably get to ________ patients and their families ________ than other team members. ________ may also be more ________ touch with their day-to-day ________ and concerns.

Therefore, what ________ see (your observations) and ________ you report are very ________. Also, what you say ________ how you say it ________ help those at home ________ with the stress and ________ that serious illness can ________. What you do and ________ well you do it ________ have a great effect ________ the home. In fact, many cancer patients and their families say it is the help and care of the homemaker-home health aide that made the most important difference in their lives.

# CLOZE EXERCISE

## *PROCEDURES ON THE JOB*

In a CLOZE exercise you try to figure out which words are missing.

Here's an example. She picked up a pen and began to ______ a letter. She picked up a pen and began to write a letter.

In the passage below, try to guess the missing words. Read the whole story all the way through first. Then read each sentence and write in the missing words. Don't expect to get them all right. (From: "*What You Need to Know About Diabetes*")

### What is Diabetes?

Diabetes is a disease that affects the way the body uses food. It causes sugar levels in the blood to be too high.

Normally, during digestion, the body changes sugars, starches, and other foods into a form of sugar called glucose. Then ________ blood carries this glucose ________ cells throughout the body. ________, with the help ________ insulin (a hormone), glucose ________ changed into quick energy ________ immediate use by the ________ or is stored for ________ needs. (Insulin is made in the beta cells of the pancreas, a small organ that lies behind the stomach.) ________ process of turning food ________ energy is crucial, because ________ body depends on food ________ every action, from pumping ________ and thinking to running ________ jumping.

In diabetes, ________ goes wrong with the ________ process of turning food ________ energy. Food is changed ________ glucose readily enough, but ________ is a problem with ________.

In one type of ________, the pancreas cannot make ________. In another type, the ________ makes some insulin but ________ makes too little or ________ trouble using the insulin (or both). When ________ is absent or ineffective, ________ glucose in the bloodstream ________ be used by the ________ to make energy. Instead, glucose collects in the blood, eventually leading to the high sugar levels that are the hallmark of untreated diabetes.

## *TITLE:*

Steps in a Process

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To complete a process by following logical steps

## *OBJECTIVES:*

1. To read for information
2. To identify process words
3. To identify steps in a process
4. To practice giving steps in a process
5. To reorder steps in a process

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# STEPS IN A PROCESS

## Reading for Information

You may be out on the road one day when you will need to change a flat tire. Read the paragraph below and answer the questions about it. Read to see that:

1. the process for changing a flat tire is in logical order,
2. all the necessary steps are given, and
3. there are no extraneous details.

Changing a flat tire is a task almost everyone must tackle at least once in his or her lifetime, so knowing how to do it properly will make the job easier. After identifying the flat tire, determine which end of the car should be raised. Open the trunk and remove the spare tire, jack, and lug wrench. The next step, raising the car with the jack, can be dangerous if not properly handled. Make certain that the jack is securely set under the bumper nearest the flat; then adjust it so that it will raise the car. Begin pumping the jack with firm, smooth, steady strokes until the flat tire is about six or seven inches above the ground. Using the flat blade on one end of the lug wrench, pry the hubcap off the flat tire, exposing the lug nuts. If it is raining, don't kneel while doing this as you will get your knees wet and muddy. Fit the socket end of the lug wrench over a lug nut and loosen it by turning it counterclockwise, but do not completely remove it yet. Follow this same procedure to loosen each of the lug nuts. After loosening all the nuts, unscrew them the rest of the way with your fingers and place them in the hubcap so they won't be misplaced. Grasping the flat tire firmly on each side, pull it off the lug bolts and roll it aside. Put the jack, lug wrench, and flat tire into the trunk. Position the spare tire over the bolts and screw all the lug nuts on with your fingers.

Then use the lug wrench to tighten each lug nut completely with the same amount of tightening force on each. Be careful not to strip the lug bolts by tightening the nuts too tightly. Before fitting the hubcap back onto the tire, lower the car slowly and gently to the ground with the jack. Remove the jack and pound the hubcap back onto the tire with your fist. The good tire is now securely on the car, but make sure the damaged tire is repaired as soon as possible.

# STEPS IN A PROCESS

## Reading for Information

1. Copy the opening sentence.____________________________________

________________________________________________________

2. What process does it introduce?_______________________________

________________________________________________________

3. Are the steps of the process given in logical order? Rearrange any details that are out of order._________________________________________

________________________________________________________

4. Are their any details that should be left out?________________________

________________________________________________________

5. Are their more steps that should be added? What are they and where do they go in the paragraph?_______________________________________

________________________________________________________

6. List the words that link the steps in the process.______________________

________________________________________________________

7. Copy the ending sentence._____________________________________

________________________________________________________

8. How does it comment effectively on the finished process?_______________

________________________________________________________

# STEPS IN A PROCESS

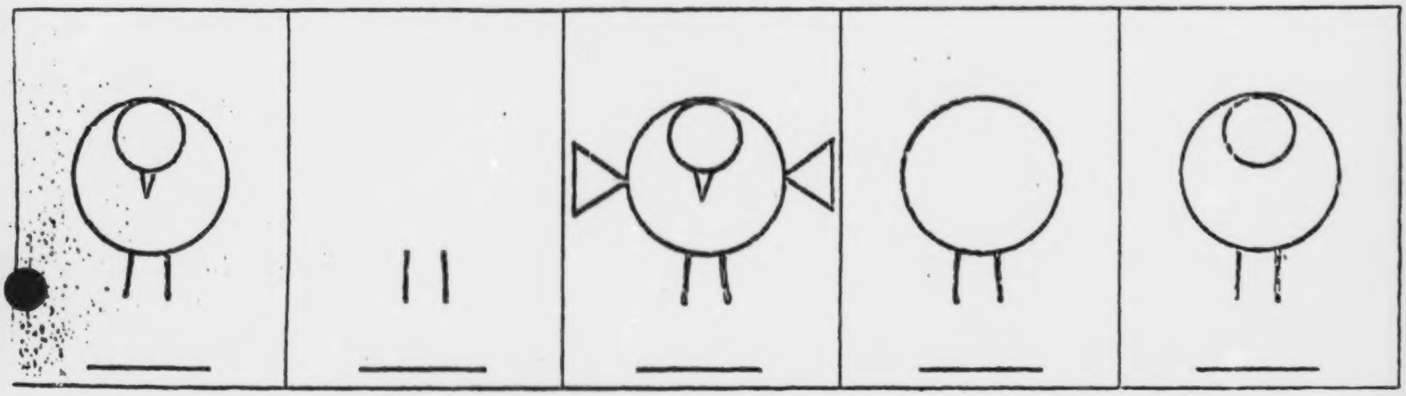
## Reading for Information

### Practicing Giving the Steps in a Process

The keys to writing good directions are to make sure that the steps in the process are in the right order and that each step is described clearly for someone else to follow.

**TOPIC: An Easy Way to Draw a Bird**

Look at the pictures. Obviously, they are not in logical order. Number the pictures from 1 - 5 to put the steps in the right order.



Now, write the directions for drawing a bird the easy way. Complete each of the following sentences to spell out your directions clearly. Be sure to give measurements as part of the steps in the process.

First, draw . . . ______________________________________________

Next, draw . . . ______________________________________________

Then, add . . . . ______________________________________________

Next, draw . . . ______________________________________________

Finally, draw . . . ____________________________________________

Did you write good directions for drawing a bird? Give your directions to someone else and ask him/her to try to draw the bird according to your steps.

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## STEPS IN A PROCESS

Although you are probably involved in many different processes every day, you probably don't give them much thought because you perform them over and over. But suppose you had to teach your process to another person. Use the following detailed listing of the steps in boiling and egg as a model for explaining the steps you must follow in preparing a scrambled egg. Don't leave out any steps or make any assumptions. Spell everything out in detail.

**TOPIC: Boiling an Egg**

Step 1 Select a small saucepan with a cover.
Step 2 Select the egg that you wish to boil.
Step 3 Place the egg carefully in the saucepan.
Step 4 Take the pan to the sink.
Step 5 Turn on the cold water.
Step 6 Let the water run into the pan until the egg is covered by about one inch of water.
Step 7 Put the pan uncovered on the stove.
Step 8 Turn on the heat to "high."
Step 9 Let the water heat quickly to a boil.
Step 10 Remove the pan from the heat.
Step 11 Turn off the heat.
Step 12 Cover the pan and let it sit for twenty minutes.
Step 13 After twenty minutes, remove the cover of the pan.
Step 14 Take the pan to the sink.
Step 15 With a spoon, hold the egg in the pan while you empty the hot water in the sink.
Step 16 When the pan is empty, run cold water into the pan, covering the egg.
Step 17 Remove the egg from the cold water.
Step 18 Tap the egg against a hard surface, slightly cracking it in several places.
Step 19 Roll the egg in your hands to loosen the shell.
Step 20 Under running cold water, peel the shell from the egg and discard the shell.
Step 21 Shake the water from the egg.
Step 22 Bite into the egg and enjoy it, or use it in another recipe.

# STEPS IN A PROCESS

**TOPIC: Preparing a Scrambled Egg**

Step 1 First, . . . ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## Reordering Steps in a Process

**TOPIC: Making Tacos**

To make tacos, heat the shells as directed. Put the vegetables and cheese over the mixture in the shells, adding as much taco sauce as you like. Next, stir in 8 ounces of tomato sauce and bring the mixture to a boil. While the shells heat, brown 1 pound of ground beef and 1/4 cup chopped onion. When the mixture is ready, fill each taco shell with about 2 tablespoons of it. Add chili powder to taste and drain off the excess fat. Then, mix together 1 cup of chopped tomato, 1 cup of shredded lettuce, and 1/2 cup of grated cheddar cheese. After the mixture begins to boil, reduce the heat. Cook 15 minutes, uncovered, stirring now and then until the mixture is dry and crumbly.

## STEPS IN A PROCESS

1. What kind of paragraph is this?
2. How is such a paragraph generally organized?
3. What is wrong with this paragraph as written?
4. Number the sentences in the proper order for preparing tacos.
5. Rewrite the paragraph in the proper order for preparing tacos. (Begin with the same first sentence as the original.)

## *TITLE:*

Map Reading and Directions #1

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To read maps, give directions, and follow directions

## *OBJECTIVES:*

1. To locate information on a map
2. To give directions in correct order
3. To use directional terms
4. To use street names and landmarks
5. To use words that describe movements
6. To give distances between changes in course
7. To use complete sentences

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# MAP READING AND DIRECTIONS

## Locating Information And Giving Directions

I. For the following activity, find Map 19 in ADC's Street Map of Carroll County. Imagine that you have friends who are driving north on Route 32 from Gamber. Since they have recently moved to the Carroll County area, you are anxious to point out some landmarks to them. Their destination is Cranberry Mall where you will be waiting for them. Be sure to direct them so that they see or stop at the following places as they get to Westminster:

A. Carroll Community College

B. Carroll County Career and Technical Center

C. Stop at Westminster High School and pick up your child at 3:00 p.m.

D. Stop at Hoffman's Ice Cream store for a sundae

E. Carroll County General Hospital

F. Carroll County Farm Museum

G. Carroll Community College Business and Industry Center where you take this course

H. Main Street in Westminster

I. County Office Building

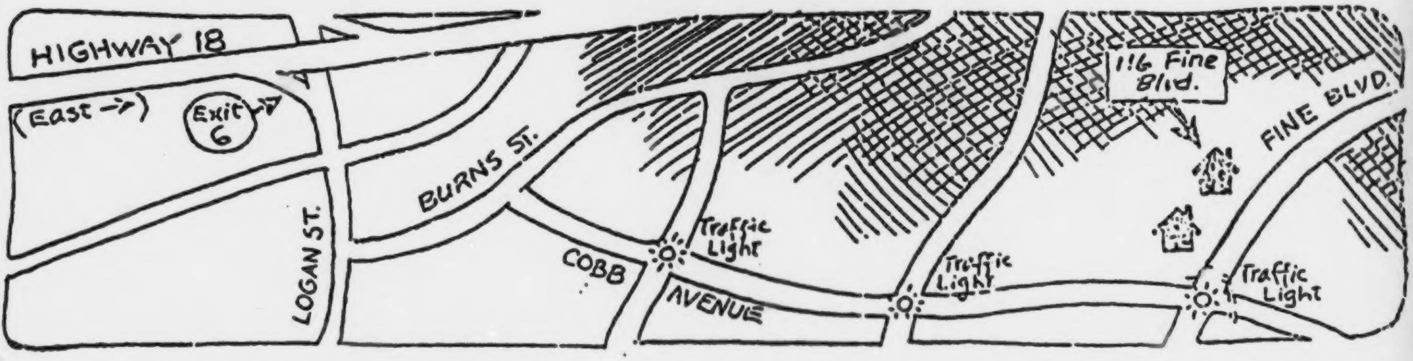
J. Route 140

K. Stop at Cranberry Mall and meet you inside the entrance beside Tully's Restaurant

# MAP READING AND GIVING DIRECTIONS

## Putting Material in Correct Order and Giving Clear Directions

Look at the fictitious map that has been included here. You are having a party to celebrate moving into your new house at 116 Fine Boulevard on Saturday, March 25 at 8:00 p.m. The directions as they are listed here are mixed up and need to be put in proper order. Number the directions in the proper order.


HIGHWAY 18
(East →)
Exit 6
LOGAN ST.
BURNS ST.
COBB
AVENUE
Traffic Light
Traffic Light
Traffic Light
116 Fine Blvd.
FINE BLVD.

____ Turn right onto Logan Street and go down it for two blocks.

____ Turn left at the third traffic light. That's Fine Blvd.

____ Travel east on Highway 18 to exit 6.

____ Make a right onto Cobb Avenue.

____ Make a left onto Burns Street and go one block to Cobb Avenue.

____ My house is the second one on the left.

Now write out the directions in the proper order to put on your party invitation. Trace your directions on the map to make sure that no one will get lost.

______________________________

______________________________

______________________________

______________________________

______________________________

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# MAP READING AND FOLLOWING DIRECTIONS

## Following Directions and Giving Directions

Use the map grid of Zeroville to follow the directions and answer the questions.

**Direction 1**: From Point A, walk east on Zone Street; turn left on Byrd Road and walk four blocks.

Which building is on your left?____________________________________

**Direction 2**: From Point A, walk north on Day Drive and turn right on Zero Street. Turn left on Byrd Street and then left on Zombie Street.

Which building is on your right?___________________________________

Is there a more direct route from Point A to the hospital?__________________

______________________________________________________________

**Direction 3**: From Point A, walk east on Zone Street; turn left on Alden Avenue and proceed to Zink Street. Turn left and then left again on Clark Crossing. Turn right on Zombie Street and right on Day Drive. Turn left on Zero Street.

Which building is on your right?___________________________________

Rewrite Direction 3 to make it easier on the traveler to get from Point A to the building. From Point A, walk . . .__________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

# MAP READING AND FOLLOWING DIRECTIONS

## Following Directions and Giving Directions Con't

**Direction 4**: Give your own directions to any place shown on the map. Choose one of the places penciled in.

From Point A, walk . . . ________________________________________

________________________________________________________________

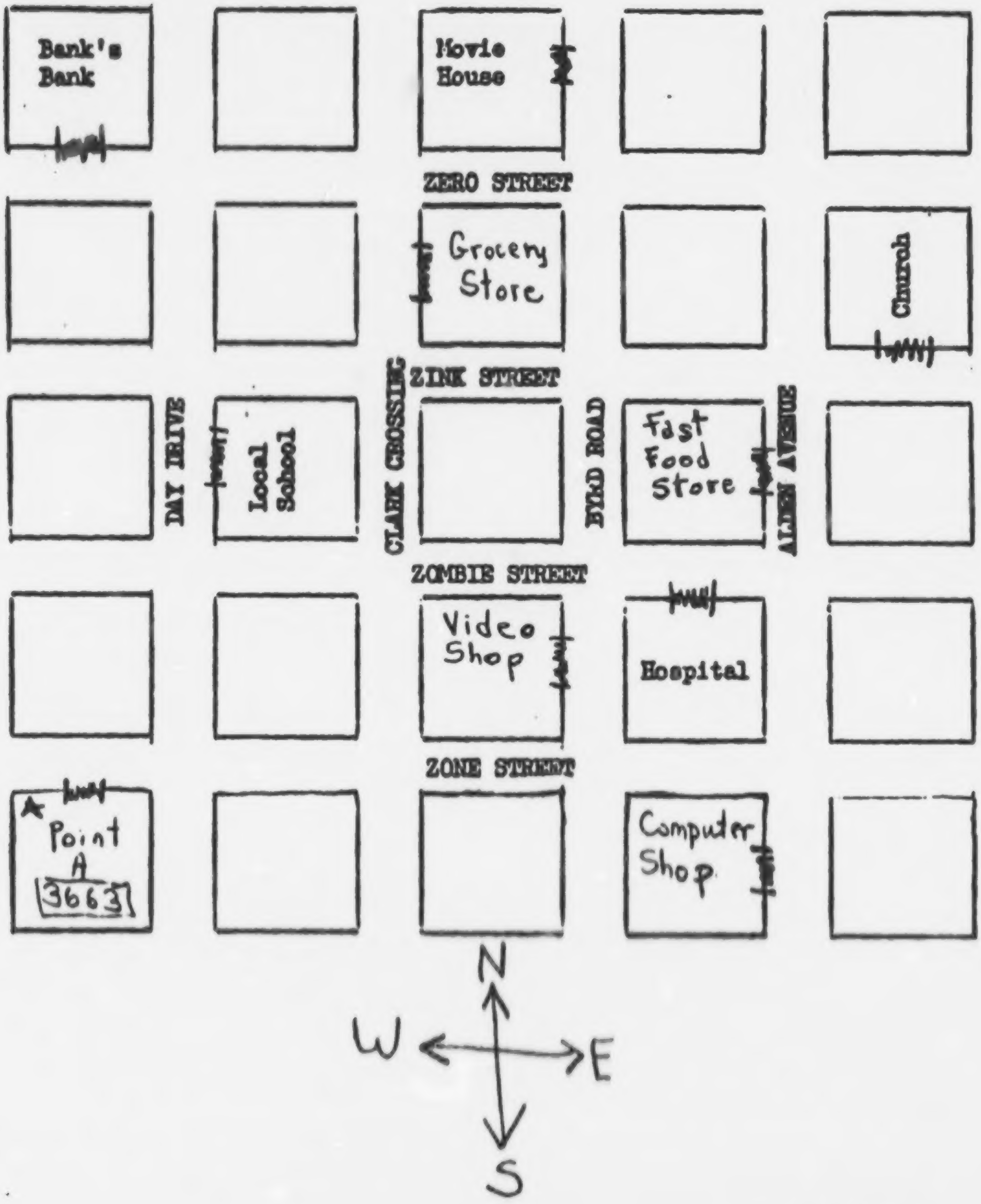
________________________________________________________________

________________________________________________________________

Which building are you in front of? ______________________________

## ACTIVITY I

Five buildings are shown on the map below. Starting at point A, at which building would you end up for each set of directions?


Bank's Bank
Movie House
ZERO STREET
Grocery Store
Church
ZINK STREET
DAY DRIVE
Local School
CLARK CROSSING
BYRD ROAD
Fast Food Store
ALLEN AVENUE
ZOMBIE STREET
Video Shop
Hospital
ZONE STREET
Point A
3663
Computer Shop
N
W
E
S

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# MAP READING AND FOLLOWING DIRECTIONS

## Following Directions and Giving Directions Con't

**Use the Inner Harbor map to answer the following questions and to give directions.**

**A. Describe the location of the following places:**
**Example: IBM Building---corner of Light Street and Pratt Street**

1. City Hall________________________________________

2. Carroll Mansion____________________________________

3. Police Headquarters_________________________________

4. Aquarium________________________________________

5. Court House______________________________________

**B. What is located at each of the following locations?**

1. Pratt Street and West Falls Avenue________________________

2. Gay Street between Lombard Street and Pratt Street______________

3. Light Street and Key Highway___________________________

4. Key Highway, south_________________________________

5. In the water (on this map)____________________________

# MAP READING AND FOLLOWING DIRECTIONS

## Following Directions and Giving Directions Con't

**C. Using complete sentences, describe the walking route from:**

1. The Maryland Science Center to the Flag House____________________

_____________________________________________

2. The IBM Building to City Hall______________________________

_____________________________________________

3. Police Headquarters to the C&P Telephone Company_______________

_____________________________________________

4. Fort McHenry to Carroll Mansion____________________________

_____________________________________________

5. The Community College of Baltimore to the Courthouse_____________

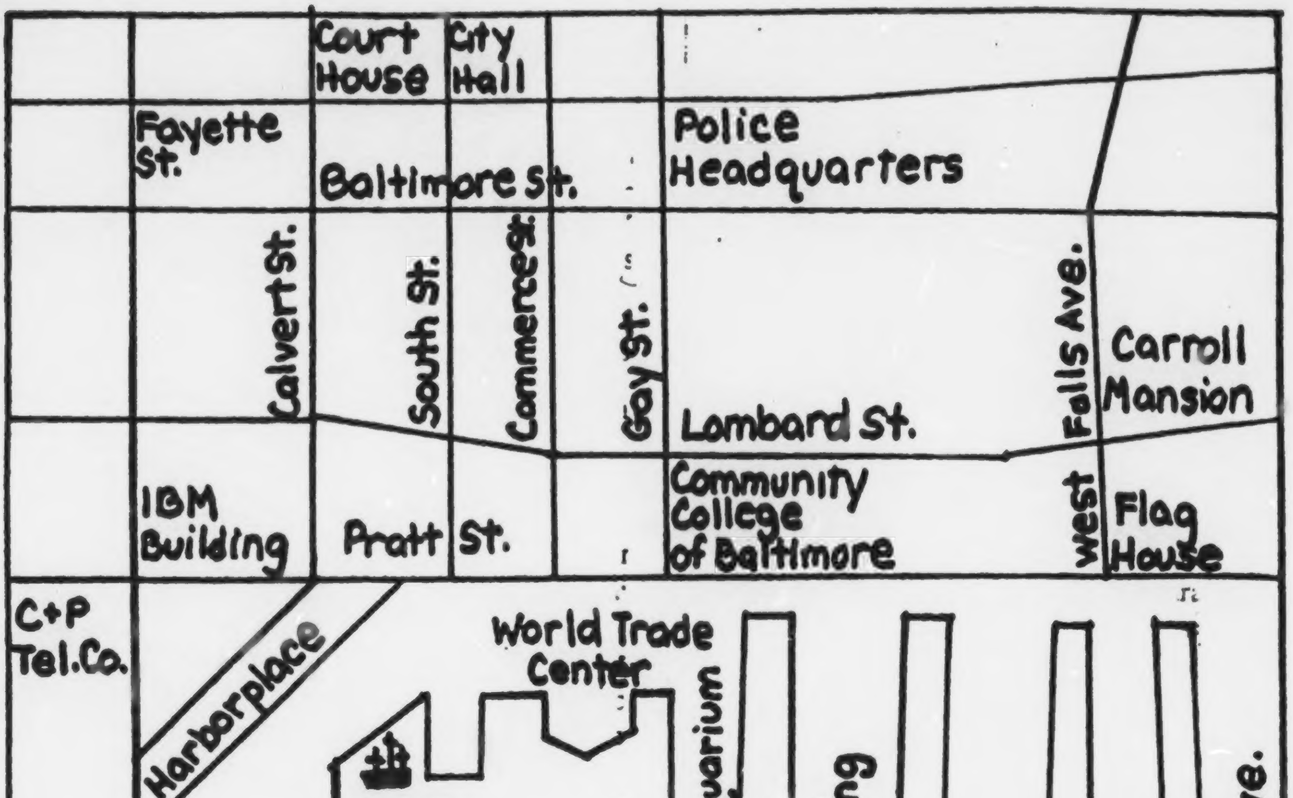
_____________________________________________

# MAP READING AND FOLLOWING DIRECTIONS

## USEFUL DIRECTIONS MUST

1. Name the starting point.
2. Use directional terms.
3. Use landmarks.
4. Name the destination.
5. Use complete sentences.
6. Give street names.
7. Give the most direct route.
8. Give directions in correct order.
9. Use words which describe movements. (Proceed, turn, cross, bear, etc.)
10. Give distances between changes in course. (feet, yards, blocks, miles)

BALTIMORE - INNER HARBOR


Court House
City Hall
Fayette St.
Baltimore St.
Police Headquarters
Calvert St.
South St.
Commerce St.
Gay St.
West Falls Ave.
Carroll Mansion
Lombard St.
IBM Building
Pratt St.
Community College of Baltimore
Flag House
C+P Tel.Co.
Harborplace
World Trade Center
Aquarium
Parking
U.S.F Constellation
East Falls Ave.
Inner Harbor
Light St.
Maryland Science Center
Rash Field
Key Hwy.
To Fort McHenry
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## TITLE:

Map Reading and Directions #2

## ISSUE:

Procedures on the Job

## GOAL:

To read maps, give directions, and follow directions

## OBJECTIVES:

1. To locate information on a map
2. To give directions in clear order
3. To use directional terms
4. To use street names and landmarks
5. To use words that describe movements
6. To give distances between changes in course
7. To use complete sentences
8. To estimate distances
9. To compute mileage

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# MAP READING AND DIRECTIONS

## Locating Information And Giving Directions

I. Look at the Carroll County map on p. 1 of ADC's Street Map of Carroll County to answer the following questions:

1. Find Route 30 and indicate whether it runs
    a. north and south
    b. east and west

2. Find Route 27 and indicate whether it runs
    a. north and south
    b. east and west

3. Route 27 connects what two towns:
    a. Manchester and Mount Airy
    b. Manchester and Sykesville

4. Find Route 97 and indicate whether it runs
    a. north and south
    b. east and west

5. Find Route 26 and indicate whether it runs
    a. north and south
    b. east and west

6. If you wanted to get from Westminster to Mount Airy, your best route would be
    a. Route 26
    b. Route 27

7. If you wanted to get from Westminster to Taneytown, your best route would be
    a. Route 140
    b. Route 97

# MAP READING AND DIRECTIONS

## Locating Information And Giving Directions Con't

8. If you wanted to get from Westminster to Manchester, your best route would be
   a. Route 97
   b. Route 27

9. What road would you take off Route 27 to get to Hampstead?
   a. Hampstead-Mexico Road
   b. Leisters Church Road

10. If you wanted to get from Westminster to New Windsor, your best route would be
    a. Route 27
    b. Route 31

## Locating Information And Giving Directions Con't

**II**. Look at the Carroll County map on p. 1 of ADC's Street Map of Carroll County to find the general area where you live. Please note that the map is divided into sections that are numbered in blue. Those numbers correspond to the detail maps that follow on pp. 5-40. On those pages the blue numbers become black numbers with the word map in the top corner of the page.

Find your detail map in pages 5 - 40 and locate your home. Write clear directions from your home to the location in Westminster of your employer. Be sure to indicate every road name, direction, turn, and distance that someone who is unfamiliar with the area would need to know. Begin with these statements:

> To get to my employer's office from my house, you need to follow these directions. First, turn (right, left) from my driveway at (give address). Follow (name of road) for (how many miles). . . .

## MAP READING AND DIRECTIONS

### Locating Information And Giving Directions Con't

**III**. Using the same map book of Carroll County, locate the residence of one of your patients as well as your employer's address. Write clear directions from your employer's address to the residence of the patient for a new health aide who is unfamiliar with the area. Be sure to use road names, turns, directions, and distances.

**IV**. For further practice, do the same for a different patient, in a different location of the county.

# MAP READING AND DIRECTIONS

## Locating Information And Giving Directions Con't

V. Using the full county map on p. 1 and the scale in miles, estimate the distance:

A. From your home to your employer's address____________________

B. From your employer to Patient 1______________________________

C. From your employer to Patient 2______________________________

VI. Suppose you are paid $.23 a mile to travel from your employer's address to the patient's home and back to your employer. Compute your mileage payment for Patient 1 and for Patient 2.

Patient 1____________________________________________

Patient 2____________________________________________

## *TITLE:*

Car Accident Report

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To write an eyewitness report

## *OBJECTIVES:*

1. To read for information
2. To write time-order statements
3. To write factual statements
4. To write objective statements
5. To describe using directional, movement, and distance words
6. To label a map of the accident scene

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# CAR ACCIDENT REPORT

## *PROCEDURES ON THE JOB*

The following is a police report of an accident resulting from a high-speed chase. Answer the questions that follow.

On November 6, 1994, at approximately 2:25 p.m., Officer Louis Velasquez was traveling west on Fulmer Street, approaching the intersection of Fulmer and Barrington Avenue. As he came up to the intersection, he saw a car traveling north on Barrington at a high rate of speed. According to his testimony, Velasquez estimated this car's speed at 85 to 95 mph.

Officer Velasquez testified that he immediately turned on the flasher and siren, swung right into Barrington Avenue, and began to pursue the violator. Traveling north in pursuit of the offender, Officer Velasquez reached speeds in excess of 115 mph, according to his own testimony.

In the 2100 block of Barrington Avenue, Velasquez began to overtake the offender. According to his testimony, he was approximately three car lengths behind the offender when the offender braked suddenly and swung east into Marston Street Extension. Officer Velasquez attempted to follow the car, but he failed to negotiate the turn. The patrol car struck a fire hydrant 20 feet from the intersection of Barrington and Marston Street Extension. If rolled over and skidded 156 feet, coming to rest on its top on the front lawn of the Carmine residence, 108 Marston Street Extension.

1. What details about the offender and his/her car should have been included?

   ______________________________________________________________

   ______________________________________________________________

2. What other details could have been given?______________________

   ______________________________________________________________

   ______________________________________________________________

3. What details about the streets are given?______________________

   ______________________________________________________________

   ______________________________________________________________

4. What other details are given in the narrative?__________________

   ______________________________________________________________

   ______________________________________________________________

5. Why are these details important to the accident report?_________

   ______________________________________________________________

   ______________________________________________________________

6. What sequences are used in this narrative? Why these?

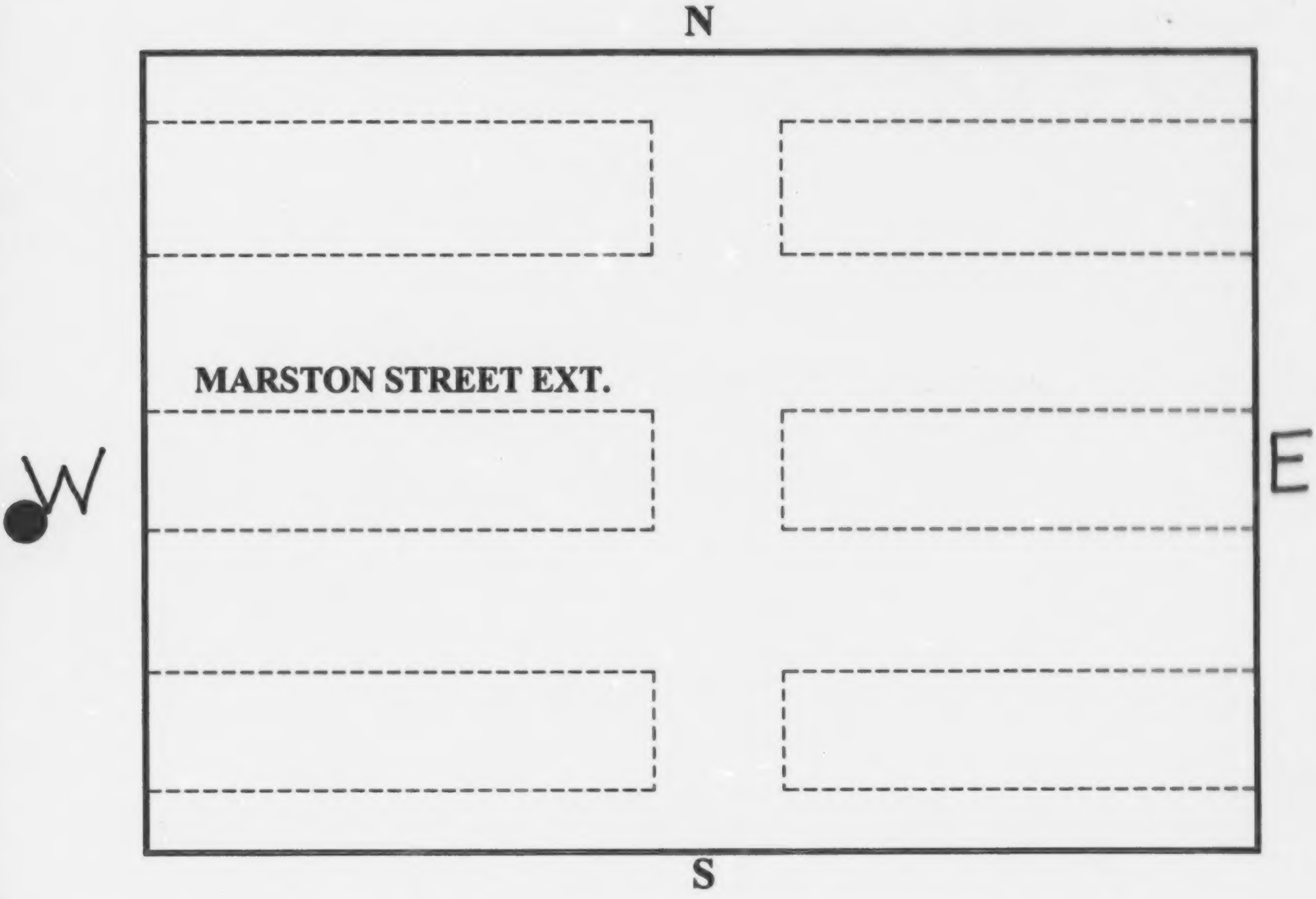
## Writing an Eyewitness Report

7. Suppose that you lived in an apartment above a drugstore on the southeast corner of Barrington Avenue and Marston Street Extension and you witnessed the event as described in paragraph 3 above. Write your account of what you saw for the police report. Use the following sentence as your beginning:

*On November 6, 1994, at approximately 2:30 p.m., I was on my balcony on the southeast corner of Barrington Avenue and Marston Street Extension*:

## Locating and Visualizing Information

8. Finish labeling the map. Label Barrington Avenue. Draw in your apartment, the Carmine residence, and the fire hydrant. Use arrows to show the direction of the cars.



## *TITLE:*

Vocabulary Development

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To become familiar with roots, prefixes, and suffixes
for scientific and medical terms

## *OBJECTIVES:*

1. To read for information
2. To complete review exercises
3. To differentiate terms
4. To practice building vocabulary with roots, prefixes, and suffixes

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## LESSON 32

# Scientific Terms

Working in a scientific field involves learning a lot of new terminology. This lesson begins with terms that apply to several areas of scientific study. The next section introduces you to word parts you will encounter frequently in scientific work. Lastly, you will review metric terminology, an important part of your scientific vocabulary.

SOME SCIENTIFIC AREAS OF STUDY The first five terms that follow designate scientific areas of study. The last three are important concepts in one of those areas—nuclear physics.

**biology**—the science dealing with living things and their vital processes

**chemistry**—the science dealing with what substances are made of, how they are structured, how they react, and how they may be transformed

**biochemistry**—the science dealing with the substances and processes involved in living things; examines the chemical reactions of living things

**physics**—the science dealing with the structure and activities of matter and energy

**nuclear physics/nucleonics**—the science dealing with the behavior of the atomic nucleus (see *atom*)

**atom**—the smallest part of an element that still shows the properties of that element

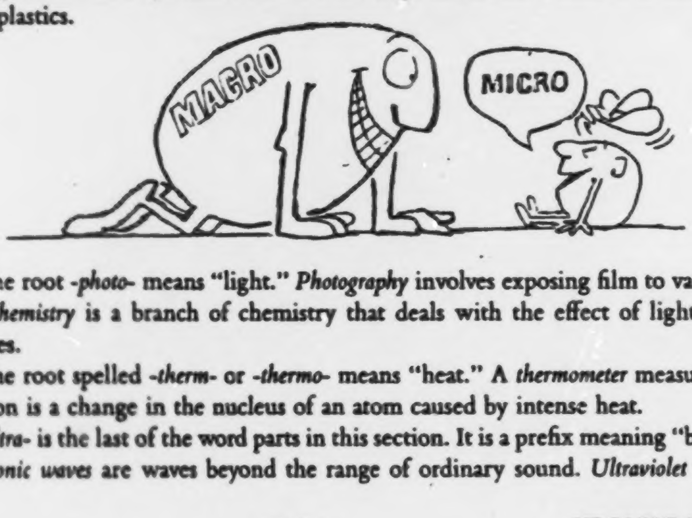
**fallout**—the usually radioactive particles that fall through the atmosphere as a result of a nuclear explosion (see *radioactivity*)

**radioactivity**—the property some elements have of giving off particles or rays because of disintegration of their atomic nuclei (plural of *nucleus*); such particles or rays may harm living things

SCIENTIFIC WORD PARTS Some of the prefixes you learned in earlier lessons—*super-*, *sub-*, and *trans-*, for example—appear frequently in scientific words. The following word parts are additional ones to know. Some are prefixes. Others are roots that may act as prefixes when they are combined with other roots.

*Micro-* is a prefix with several meanings. It can mean "very small," as in *microbiology*, a branch of biology that deals with microscopic forms of life. *Micro-* can also mean "one millionth of (a unit)." A *micrometer*, a metric measurement, is one-millionth of a meter.

*Macro-* means just the opposite. *Macro-* means "large." Something *macroscopic* is large enough to be seen by the human eye. *Macromolecules* are large molecules found in substances such as rubber and some plastics.



The root *-photo-* means "light." *Photography* involves exposing film to varying quantities of light. *Photochemistry* is a branch of chemistry that deals with the effect of light in producing chemical changes.

The root spelled *-therm-* or *-thermo-* means "heat." A *thermometer* measures heat. A *thermonuclear* reaction is a change in the nucleus of an atom caused by intense heat.

*Ultra-* is the last of the word parts in this section. It is a prefix meaning "beyond" or "excessively." *Ultrasonic waves* are waves beyond the range of ordinary sound. *Ultraviolet rays* are rays beyond the frequency of visible light—beyond the violet end of the visible light spectrum. An *ultrafine* powder is one that is extremely fine.

## CHECKUP 1

Use your knowledge of scientific word parts to figure out the meanings of the following words. Write the letter of the correct definition for each word in the space provided. Some new words will be introduced.

____ 1. ultrafine
____ 2. biochemistry
____ 3. photometer
____ 4. macroscopic
____ 5. microbiology
____ 6. thermonuclear
____ 7. ultrasound
____ 8. thermochemistry
____ 9. microscope
____ 10. photobiology

a. the study of very small forms of life
b. an instrument for measuring light
c. large enough to be seen by the human eye
d. beyond the range of human hearing
e. an instrument for looking at things that are too small to be seen by the human eye
f. the effect of heat on the nucleus of an atom
g. the study of the effects of light on living things
h. extremely fine
i. the relationship between heat and chemical reactions
j. the study of the chemical reactions of living things

## METRIC TERMS

Metric measurements are based on the number *10*—all the measurements are in powers of the number *10.* Three prefixes will appear often in metric measurements.

**milli-**—one-thousandth of (a measure)
**centi-**—one-hundredth of (a measure)
**kilo-**—1,000 of (a measure)

Below is a list of common metric terms. Notice how the prefixes just listed are used.

**meter**—measures length; equals about 1 yard
**micron/micrometer**—one-millionth of a meter
**millimeter**—one-thousandth of a meter
**centimeter**—one-hundredth of a meter
**kilometer**—1,000 meters
**gram**—measures weight; equals about one-third of an ounce
**milligram**—one-thousandth of a gram
**kilogram**—1,000 grams
**liter**—measures capacity; equals about a quart
**milliliter**—one-thousandth of a liter

## CHECKUP 2

Write the letter of the correct definition for each word in the space provided.

____ 1. milliliter
____ 2. micron
____ 3. kilogram
____ 4. kilometer
____ 5. millimeter
____ 6. milligram
____ 7. meter
____ 8. centimeter
____ 9. gram
____ 10. liter

a. one-thousandth of a gram
b. one-hundredth of a meter
c. one-millionth of a meter
d. basic metric unit of volume, equal to about 1 quart
e. basic metric unit of length, equal to about 1 yard
f. basic metric unit of weight, equal to about one-third of an ounce
g. 1,000 grams
h. one-thousandth of a meter
i. one-thousandth of a liter
j. 1,000 meters

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# LESSON 32

## EXERCISES

NAME ________________________ DATE ________ SCORE ________

## DEFINITION, PLEASE

In the space provided, write the letter of the best definition for the italicized word or words. Use context clues and your word analysis skills to discover meaning. Some new words will be introduced.

____ 1. Several employees of our company participated in the 10-*kilometer* walk to raise money for cerebral palsy.
a. one-hundredth of a meter c. one-tenth of a meter
b. 100 meters d. 1,000 meters

____ 2. One tablespoon of the mayonnaise we produce contains 5 *milligrams* of cholesterol.
a. one-thousandth of a gram c. one-millionth of a gram
b. 100 grams d. one-hundredth of a gram

____ 3. While relaxing on the beach, Troy finds it difficult to worry about warnings concerning the harmful effects of the sun's *ultraviolet* rays.
a. deep purple rays c. beyond the visible light spectrum
b. above the boiling point d. electrical waves

____ 4. Paul measured 5 *milliliters* of sulphuric acid into the beaker.
a. one-thousandth of a meter c. 1,000 liters
b. one-thousandth of a liter d. one-hundredth of a liter

____ 5. The *photosensitive* papers were ruined when an inexperienced employee mistakenly left them in a strong light.
a. light-sensitive b. very sensitive c. affected by electricity d. heat-sensitive

____ 6. Since the machine parts Luis Ortega makes must be extremely precise, he works with measurements given in *micrometers*.
a. 1 million meters c. one-thousandth of a meter
b. 100 meters d. one-millionth of a meter

____ 7. To save energy, all the *thermostats* in our office have been set at 68 degrees.
a. light regulators b. water regulators c. heat regulators d. sound regulators

____ 8. By studying the *macromolecules* of plastic and rubber, the scientists in ACM's research laboratories hope to develop new products.
a. very small molecules c. heat-sensitive molecules
b. large molecules d. light-sensitive molecules

____ 9. The community fears that an accident at a nearby nuclear power plant could produce radioactive *fallout*.
a. particles falling through the air b. explosions c. water damage d. heat damage

____ 10. Dr. Jane Giedt lectured on the applications of *nuclear physics* to medical technology.
a. disease study c. study of the atomic nucleus
b. light study d. study of matter and energy

## TRUE OR FALSE?

Mark each item true (T) or false (F).

____ 1. A centimeter is smaller than a millimeter.
____ 2. "Ultradry" would be a good name for disposable diapers for babies.
____ 3. A liter of your favorite soft drink is approximately equal to one quart.
____ 4. Studying the speed of amusement-park rides would be an appropriate topic for a physics class.

____ 5. A kilogram is one-thousandth of a gram.

____ 6. Thermal underwear would keep you warm on a cold winter day.

____ 7. Light is involved in photocopying documents.

____ 8. The plural of *nucleus* is *nucleonics.*

____ 9. A macrometer is one-millionth of a meter.

____ 10. Radioactivity refers to the wide selection of listening channels now available on AM/FM radios.

## WHICH IS BETTER?

For each item choose the word in parentheses that better fits the sentence. Then write that word in the space provided.

1. ________________ technology is making it possible to fit electronic circuits and components on extremely small surfaces. (Photoelectronic; Microelectronic)
2. Nuclear power is made possible because of the energy released through the splitting of the ________, the smallest particle of an element that still retains that element's qualities. (atom; gram)
3. The crystal formed in the experiment was ________________. We could see it without magnification. (macroscopic; microscopic)
4. The report detailed the harmful effect of the sun's ________________ rays, rays beyond the visible light spectrum at its violet end. (photosensitive; ultraviolet)
5. The element uranium is ________________; that is, its atoms disintegrate and give off rays that can be recorded by scientists. (photoelectric; radioactive)
6. Observing how objects behave when they fall through the air is part of ____________, the study of the activities of matter and energy. (biology; physics)
7. My work with fibers and dyes requires a degree in ______________, the science dealing with what substances are made of, how they are put together, and how they are transformed in reaction. (chemistry; nucleonics)
8. The computer component is very small, only a few ________________ in length. (milliliters; millimeters)
9. On our staff is Dr. Morales, who has a degree in ____________. She identifies the organisms she finds in water samples taken from local lakes and rivers. (biology; physics)
10. The ____________ from a nuclear explosion could be carried by the wind to places many miles from where the explosion actually occurred. (fallout; photocells)
11. The laboratory identified ________________, or extremely large red blood cells, in the specimen. (macrocytes; microcytes)
12. Gray Rock Woolen Mills manufactures ____________ blankets that seem to absorb and retain heat. (thermal; ultrafine)

## METRIC REVIEW

For each sentence choose the word from the list that follows that correctly completes the sentence. Then write that word in the space provided.

liter
kilogram
centimeter
milligram
gram
meter
milliliter
kilometer
micron
millimeter

1. A ________________ is equal to one-hundredth of a meter.
2. A ________________ is a measurement of capacity roughly equivalent to a quart.
3. A ________________ is equal to one-thousandth of a liter.
4. A ________________ is a length measurement roughly equivalent to a yard.
5. A ________________ is equal to one-thousandth of a gram.
6. A ________________ equals 1,000 grams.
7. A ________________ is a weight measurement roughly equivalent to one-third of an ounce.
8. A ________________ equals 1,000 meters.
9. A ________________ is equal to one-millionth of a meter.
10. A ________________ is equal to one-thousandth of a meter.

LESSON 33

# Medical Terms

If you work in a doctor's office or a hospital, you will be introduced to a number of terms that have specialized medical meanings. The first section of this lesson will review eight terms that you will see frequently. Some medical terms may seem complicated. Notice that they share common prefixes, roots, and suffixes. You will be able to determine the meanings of such words if you learn these common word parts. The remainder of the lesson will help you with that task.

## MEDICAL TERM REVIEW

You may already be familiar with some of these terms. If so, consider this part of the lesson a review.

**acute**—sharp or severe; beginning suddenly and lasting a short time (compare with *chronic*)
**anesthesia**—loss of sensation or feeling
**antibiotic**—opposed to bacteria; intended to kill bacteria
**chemotherapy**—the use of chemical agents to treat or control disease
**chronic**—continuing over a long period (compare with *acute*)
**congenital**—existing at or dating from birth
**diagnosis**—process of identifying a disease from its symptoms; also, the decision reached
**malignant**—producing death or deterioration, an antonym of *benign* (see Lesson 25)

## A MEDICAL PREFIX PAIR

The prefixes *hyper-* and *hypo-* can be thought of as a prefix pair. *Hyper-* means "above," "beyond," or "excessive," while *hypo-* means "under," or "below." If someone is *hypersensitive*, she or he is excessively sensitive to something—to pain, to a drug, to a germ. You have probably heard the word *hypertension*, meaning "high blood pressure." *Tension* can mean "stress," a kind of pressure. *Hypertension* is "above normal stress" on the vessels that carry the blood through the body.

*Hypotension*, then, means "abnormally low blood pressure." What would you expect *hypothermia* to mean? You know that *-therm-* means "heat." *Hypothermia* is the condition of having an abnormally low body temperature.

## THE BODY AND ITS DISEASES

Most of the roots in this section indicate parts of the body. The last one, the root *-carcin-*, indicates the presence of a disease.

The heart is indicated by *-cardi-* (or *-cardio-*). *Cardiology* is the study of the heart and its diseases; a *cardiologist* is a doctor who specializes in heart disease. Think back to Lesson 8 in this book, where you learned the prefix *peri-*. It means "around." Where in the body do you suppose the pericardium is located? The *pericardium* is a sac around (enclosing) the heart.

The root that refers to the lung is *-pulmo-*. *Pulmonary* means "associated with the lungs." A *pulmonary artery* brings blood from the heart to the lungs. *Pulmonary congestion* is an excessive concentration of fluid in the lungs.

The root *-thorac-* (or *-thoraco-*) indicates the area between the neck and the abdomen—the chest. The word comes from the Greek word for the piece of armor used to protect that part of the body. A *thoracic surgeon* operates on the lungs and the heart and on other organs in that area. A *thoracotomy* is a surgical incision of the chest wall.

The stomach is indicated by *-gastr-* (or *-gastro-*). A *gastric ulcer* is an ulcer located in the stomach. *Gastrointestinal* means "relating to both the stomach and the intestines." A *gastroenterologist* is a physician who specializes in diseases of the stomach and intestines.

The root *-derm-* (*-dermat-*, *-dermato-*) means "skin." A *dermatologist* treats skin diseases. Do you know what *dermatoplasty* is? The suffix *-plasty* indicates "shaping of" or "surgical formation of."

*Dermatoplasty* is plastic surgery done on the skin. It includes operations such as skin grafts and face lifts.

The presence of cancer is designated by *-carcin-* (or *-carcino-*). You have probably heard people say that certain chemicals are suspected carcinogens. The suffix *-gen* means "cause of." A *carcinogen* is something that causes cancer.

## MEDICAL SUFFIXES

Now that you have studied some prefixes and roots, you will look at common medical suffixes. The suffix *-oma* means "tumor." It does not necessarily indicate a cancerous tumor, only the existence of a tumor of some kind. A *hematoma* is a tumor, or swelling, that contains blood (*-hema-*). A *myeloma* (the root means "marrow") is a tumor of the bone marrow. A *carcinoma* is a cancerous tumor.

*Appendicitis* and *tonsillitis* both include the suffix *-itis*. This suffix means "inflammation of." *Appendicitis* is an inflammation of the appendix; *tonsillitis* is an inflammation of the tonsils. *Arthritis* has this suffix also; it is a condition involving inflammation of the joints (*-arthr-*).

The suffixes *-otomy* and *-ectomy* are easily confused. The suffix *-otomy* means "incision," or "cutting." You may know about an operation called a *tracheotomy*. It consists of making an opening in the *trachea*—the windpipe. An emergency tracheotomy may be done if an obstruction in the windpipe inhibits breathing and cannot be expelled. The incision allows the person to get air. *Venotomy* is the surgical opening of a vein (*-ven-*).

The suffix *-ectomy*, on the other hand, means "removal of." An *appendectomy* is the removal of the appendix; a *tonsillectomy* is the removal of the tonsils.

## A WORD ABOUT METRICS

Metric measurements are used in medicine as well as in science. Be sure to review the metric terms you studied in the last lesson.

## CHECKUP 1

Write the letter of the correct definition for each word in the space provided. All the words include word parts you have learned.

____ 1. dermatitis
____ 2. hypothermia
____ 3. gastroenterologist
____ 4. carcinoma
____ 5. thoracic
____ 6. anesthesia
____ 7. hypertension
____ 8. antibiotic
____ 9. congenital
____ 10. malignant

a. a physician who treats diseases of the stomach and intestines
b. producing death or deterioration
c. a cancerous tumor
d. an inflammation of the skin
e. loss of sensation
f. having an abnormally low body temperature
g. intended to kill bacteria
h. relating to the chest
i. high blood pressure
j. existing at or dating from birth

## CHECKUP 2

Mark each item true (T) or false (F). You should be able to figure out unfamiliar words from your knowledge of word-part meanings.

____ 1. A chronic illness is one that continues for a long time.
____ 2. A cardiopulmonary problem would be one involving the heart and lungs.
____ 3. A tonsillectomy consists of making an incision in the tonsils.
____ 4. A hypodermic needle is used for injections under the skin.
____ 5. A thoracic surgeon treats brain disorders.
____ 6. An improper diagnosis by a doctor could be dangerous for the patient.
____ 7. An acute attack of appendicitis comes on suddenly and requires immediate treatment.

LESSON 33

## EXERCISES

NAME ______________________ DATE ________ SCORE ________

## METRIC REVIEW

Fill in the blank with the amount that will correctly complete each sentence.

1. There are ______________ milliliters in a liter.
2. There are ______________ centimeters in a meter.
3. There are ______________ millimeters in a meter.
4. There are ______________ microns in a meter.
5. There are ______________ milligrams in a gram.

## FILL-INS

For each item choose the best word from the list that follows and write it in the space provided. Use sentence clues and word analysis as well as your knowledge of definitions. You will not use all the words in the list.

anesthesia
antibiotic
congenital
malignant
chronic
cardiac
pulmonary
diagnosis
dermal
acute

1. St. Joseph Pharmaceutical, Inc., produces Bactogen, a(n) ______________ that kills the strain of bacteria that causes pneumonia.
2. Like a physician, a management consultant can examine an ailing company and make a(n) ______________ as to the cause of the problems.
3. Most surgical procedures require ______________. Otherwise, patients would experience too much pain.
4. After having a(n) ______________ tumor removed from her bladder, Martha underwent several months of chemotherapy.
5. After complaining of severe chest pains Miss Topfer collapsed and would have died of ______________ arrest had it not been for the quick response of the local rescue squad.
6. Gabriel Cortez underwent surgery to correct a(n) ______________ hip defect. His sister was also born with the condition.

## TRUE OR FALSE?

Mark each item true (T) or false (F).

____ 1. A dermatologist treats infections of the urinary tract.
____ 2. A hematologist treats people with blood diseases such as sickle-cell anemia.
____ 3. A thoracic surgeon does operations on organs in the chest.
____ 4. A gastroenterologist studies diseases of the lungs.
____ 5. Cardiopulmonary resuscitation is administered when the heart and lungs are not functioning.
____ 6. An anesthesiologist treats high blood pressure.

## WHICH IS BETTER?

For each item choose the word in parentheses that better fits the sentence. Then write that word in the space provided.

1. A youthful appearance is an asset in today's business world. Consequently, many middle-aged executives are undergoing ______________. (appendectomy; dermatoplasty)
2. After putting up with ______________ migraine headaches for many years, Ms. MacPhail finally found some medication that provides relief. (acute; chronic)

3. Dr. Sweter used a ____________________ to examine the lining of the patient's stomach. (stethoscope; gastroscope)

4. When the man at the next table began choking violently and turning blue, Dr. Oppenheimer tried the Heimlich maneuver. When this failed to dislodge the piece of meat in the man's throat, the doctor performed an emergency ____________________ to restore the man's breathing. (tracheotomy; trachectomy)

5. Dempsey Jones is allergic to bee stings. If stung by a bee, Dempsey will have an immediate __________ reaction. (acute; chronic)

6. As an aerobics instructor at corporate headquarters, Jenny helps out-of-shape employees improve their ____________________ fitness. She leads them in exercises that get their heart and lungs working more efficiently. (cardiopulmonary; cardiovascular)

7. ____________________ is common among fast-track executives who have hectic, stress-filled schedules. (Hypotension; Hypertension)

8. Mr. Sheedy thought he was too old to have his tonsils removed. Nevertheless, he enjoyed the balloons and the visit from Chuckles the Clown after the ____________________. (tonsillectomy; tonsillotomy)

9. The dermatologist removed a small ____________________ from Miss Takvorian's upper lip. Fortunately, the cancer has not reappeared. (carcinoma; carcinogen)

10. Mr. Swayze suffered a sudden attack of ____________________. He thought it might have been caused by something he ate at the Commerce Club luncheon. (arthritis; gastritis)

## WORD BUILDING

Each item contains part of a word along with a definition. Complete the word with a word part from the list provided, making sure that the complete word fits the definition given. You will not use all the word parts listed.

hyper-
hypo-
-pulmo-
-derm-
-carcino-
-thoraco-
-cardio-
-gastro-
-ectomy
-otomy
-itis
-oma

| | |
|---|---|
| 1. ____________ gen | something that causes cancer |
| 2. __________ thyroidism | excessive thyroid activity |
| 3. cardi __________ | surgical incision of the heart |
| 4. ________ tension | below normal blood pressure |
| 5. append ____________ | surgical removal of the appendix |
| 6. carcin ______ | a cancerous tumor |
| 7. ____________ scope | instrument for internally examining the chest area |
| 8. gastr ________ | inflammation of the stomach |
| 9. hypo ________ ic | beneath the skin |
| 10. ____________ respiratory | relating to the heart and the respiratory system |

## MATCHING

Write the letter of the correct definition for each word in the space provided.

| | | |
|---|---|---|
| ____ | 1. pericardium | a. a tumor of the bone marrow |
| ____ | 2. venectomy | b. the surgical opening of a vein |
| ____ | 3. pulmonary | c. the sac enclosing the heart |
| ____ | 4. myeloma | d. the surgical removal of a vein |
| ____ | 5. venotomy | e. an inflammation of the joints |
| ____ | 6. arthritis | f. relating to the lungs |

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## *TITLE:*

Signs, Symbols, and Abbreviations

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To become familiar with medical abbreviations

## *OBJECTIVES:*

1. To identify abbreviation errors
2. To locate information
3. To translate medical abbreviations
4. To explain medical abbreviations
5. To explain diagnoses
6. To apply the treatments to the diagnoses

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# SIGNS, SYMBOLS, AND ABBREVIATIONS

## *PROCEDURES ON THE JOB*

### Identifying Signs, Symbols, & Abbreviations

I. We can all identify these common roadside signs--look at the four and identify them.

II. The medical profession is filled with signs, symbols, and abbreviations that can be very confusing. Generate a list of signs, symbols, and abbreviations you have encountered on your job that have puzzled you.

Read the column by an RN from Florida on "Charting Tips: Avoiding Abbreviation Errors" to see how abbreviations can mean different things to different people. As you read each abbreviation, pronounce what each can mean out loud.

### Locating Information

III. Find the packet of approved abbreviations for your employer. Read through the sample instructions from your nurse supervisor. Using the approved abbreviations list, translate the instructions from your nurse supervisor. Practice doing this translating often as a way of familiarizing yourself with the meanings of the abbreviations and symbols. Use actual supervisor instructions from the job.

IV. Even after determining from the list of abbreviations what an abbreviation stands for, you may find it difficult to know what the terms actually mean. (As the writer of this lesson, I certainly do!) Choose 5 - 10 terms from your employer's list that seem a bit "fuzzy" in meaning to look up in the Medical Dictionary. Write out the abbreviation, the term, and the explanation for each.

For example: from Tri-Home
PAT - paroxysmal auricular tachycardia -- rapid heart beat that begins and ends abruptly

For example: from HomeCall
BPH - benign prostatic hypertrophy -- non-cancerous enlargement of the prostate gland

Practice this skill until you feel comfortable saying the terms and you become familiar with their meanings.

## Identifying and Writing

V. Use the Home Care Challenge Medical Terminology List to identify three diagnoses. In writing give the abbreviation, its meaning, and an explanation of the diagnosis. For each diagnosis, make a list of the important things you must remember in working with a patient who has such a condition. These things might have to do with movement of patient, eating habits of patient, bathroom habits of patient, and special instructions for patient. If you care only for cancer patients, choose three kinds of cancer patients and make the same kind of lists.

VI. As a follow-up to this lesson, keep a list of all abbreviations encountered for a week at work, at home, and elsewhere. Write down the abbreviation, what it means, and how you figured out the meaning. Were there any that remained a mystery to you?

# ABBREVIATIONS

VII. Use the sample nurse-supervisor directions given below, the Home Care Challenge Medical Terminology List previously used, and the abbreviations list attached to practice translating directions and diagnoses

## Sample Nurse-Supervisor Directions (including Diagnosis)

### CLIENT A:

| | |
|---|---|
| Diagnosis: | CVA<br>MI |
| Care Plan: | Bathe PRN in upstairs BR<br>Make bed q visit<br>amb outside PRN<br>On Coumadin--Note blood in BM |

### CLIENT B:

| | |
|---|---|
| Diagnosis: | MVA |
| Care Plan: | D/C laundry<br>C/O pains in lower back--check<br>Do ROM exercises<br>Check PT exercises |

### CLIENT C:

| | |
|---|---|
| Diagnosis: | Anemia<br>Dehydration<br>Foley inserted |
| Care Plan: | Check I&O<br>Check for N/V<br>Check cath<br>Check that medications are taken t.i.d. |

### CLIENT D:

| | |
|---|---|
| Diagnosis: | CHF<br>CVA |
| Care Plan: | Take TPR and B/P<br>Check for S.O.B.<br>Help with all ADL |

### CLIENT E:

| | |
|---|---|
| Diagnosis: | DM<br>CVA |
| Care Plan: | Restrict sugar & salt<br>amb<br>Encourage fluids g.h. |

# ABBREVIATIONS

**The following approved abbreviations will help you write brief, concise, but complete chart entries. Other abbreviations are not allowed. As you study and use these abbreviations, you will memorize them and become comfortable with using them.**

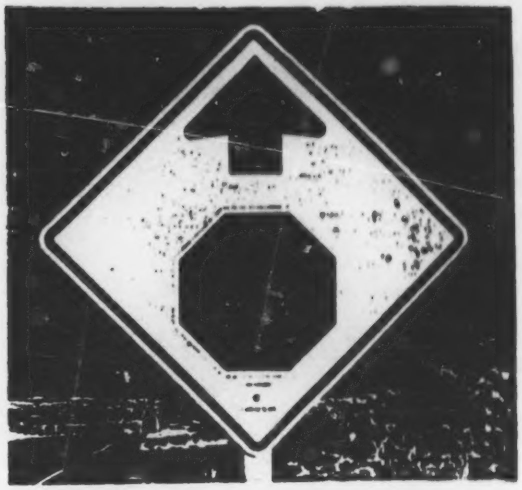
| | | | |
|---|---|---|---|
| **abd.** | **abdomen** | **I&O** | **intake and output** |
| **a.c.** | **before meals** | **IV** | **intravenous** |
| **ADL** | **activities of daily living** | **kg** | **kilogram** |
| **ad lib** | **as desired** | **L** | **liter** |
| **a.m.** | **morning** | **lb** | **pound** |
| **amb** | **ambulate** | **Lt** | **left** |
| **amt** | **amount** | **mg** | **milligram** |
| **approx.** | **approximately** | **M.I.** | **myocardial infarction** |
| **assist** | **assistance** | **min** | **minimum** |
| **b.i.d.** | **two times a day** | **no** | **number** |
| **B/P** | **blood pressure** | **n.o.c.** | **night** |
| **BM** | **bowel movement** | **N/V** | **nausea/vomiting** |
| **BR** | **bathroom** | **oz** | **ounce** |
| **C** | **Centigrade, Celsius** | **p.m.** | **afternoon, evening** |
| **c** | **with** | **P.R.N.** | **as necessary** |

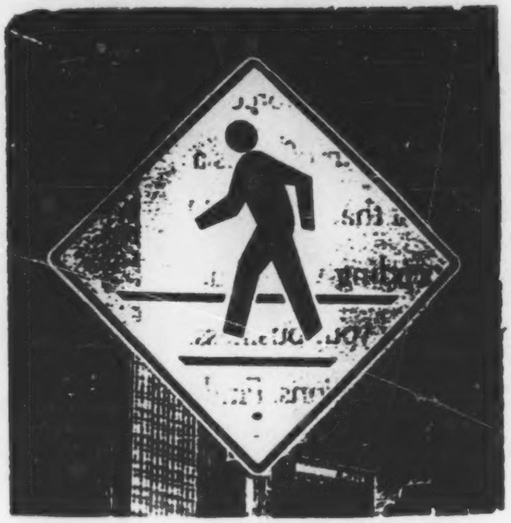
| | | | |
|---|---|---|---|
| **cc** | **cubic centimeters** | **q.i.d.** | **four times day** |
| **cap** | **capsule** | **q.o.d.** | **every other day** |
| **cath** | **catheter** | **R** | **rectal** |
| **CHF** | **congestive heart failure** | **Resp** | **respirations** |
| **C/O** | **complains of** | **ROM** | **range of motion** |
| **CVA** | **cerebral vascular accident** | **Rt** | **right** |
| **D/C** | **discontinue, stop** | **Rx** | **prescription** |
| **Dr.** | **doctor** | **s** | **without** |
| **DX** | **diagnosis** | **S.O.B.** | **short of breath** |
| **F** | **Fahrenheit** | **stat** | **immediately** |
| **g** | **gram** | **Tab** | **tablet** |
| **GI** | **gastro-intestinal** | **tbsp** | **tablespoon** |
| **gr** | **grain** | **t.i.d.** | **three times a day** |
| **GU** | **genito-urinary** | **tsp** | **teaspoon** |
| **H.O.H.** | **hard of hearing** | **TPR** | **temperature, pulse, respiration** |
| **PT** | **physical therapy** | | |
| **pt** | **resident** | **V/S** | **vital signs** |
| **q.d.** | **every day** | **wt** | **weight** |
| **q.h.** | **every hour** | **W/C** | **wheelchair** |

Taken from *Skills and Techniques for the New Nursing Assistant*, 1994.

Activity 11

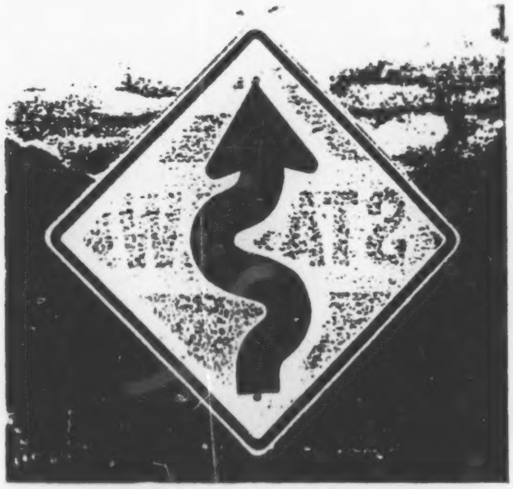
# CAN YOU IDENTIFY THESE SIGNS?

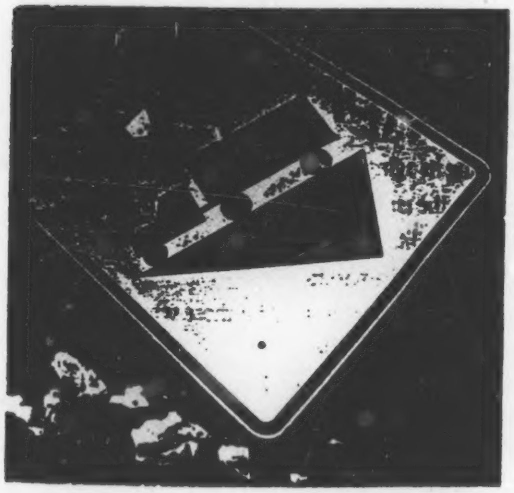




1. ______________________

2. ______________________





3. ______________________

4. ______________________

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# CHARTING TIPS

## AVOIDING ABBREVIATION ERRORS

YOU'RE READING OVER THE ADMISSION NOTES FOR A new patient and find the following:

"PT admitted c̄ diagnosis of ARF and AS. BS normal. Behavior inappropriate for CA. Pt. CC d/t CF has hx of CHD, CI, and DM. DOA 9/5/94 from ECF. PT ordered for assessment of lumbar back LOM. SOB - further orders."

Unless all care providers in this institution know—and use—the same abbreviations, this entry could mean something different to everyone. To illustrate this point, consider these possible meanings for the abbreviations in this entry:

| | |
|---|---|
| ARF: | acute respiratory failure/acute rheumatic fever/acute renal failure |
| AS: | aortic sounds/aortic stenosis/aqueous solution/aqueous suspension/arteriosclerosis/astigmatism |
| BS: | blood sugar/bowel sounds/breath sounds |
| CA: | calcium/cancer/chronologic age |
| CC: | chief complaint/creatinine clearance/critical condition |
| CF: | cardiac failure/cystic fibrosis |
| CHD: | congenital heart disease/coronary heart disease |
| CI: | cardiac insufficiency/cerebral infarction/cardiac index |
| DM: | diabetes mellitus/diastolic murmur |
| DOA: | date of admission/dead on arrival |
| ECF: | extended-care facility/extracellular fluid |
| LOM: | left otitis media/limitation of motion/loss of movement |
| PT: | patient/patient teaching/physical therapist/prothrombin time |
| SOB: | see order book/shortness of breath. |

To prevent ambiguity that could lead to treatment errors, remember these three cardinal rules about using abbreviations:

1. *Use only those abbreviations approved by your institution.* Remember: Approved abbreviations differ from hospital to hospital, so you'll need to check the list in your unit or obtain one from your nurse-manager.
2. *Write legibly.* Even approved abbreviations can be misunderstood if they're not written clearly. And anything that's illegible to a staff member will surely stump a jury in a malpractice suit.
3. *Always explain abbreviations that can have more than one meaning.* Write out the potentially confusing term or word on first reference, followed by the approved abbreviation in parentheses.

—ELLEN THOMAS EGGLAND, RN, MN
*Vice-President*
*Healthcare Personnel, Inc.*
*Naples, Fla.* ■

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## Home Care Challenge Medical Terminology List:

### Diagnoses:

| | |
|---|---|
| DM | Diabetes Mellitus |
| IDDM | Insulin-dependent diabetes mellitus |
| NIDD | Non insulin-dependent diabetes mellitus |
| GI BLEED | Gastrointestinal bleeding |
| CHF | Congestive heart failure |
| ASCVD | Arterial sclerotic vascular disease |
| ASHD | Arterial sclerotic heart disease |
| CVA | Cerebral vascular accident |
| DJD | Degenerative joint disease |
| OA | Osteoarthritis |
| MI | Myocardial infarction (heart attack) |
| CAD | Coronary heart disease |
| TIA | Trans ischemic attack |
| PVD | Peripheral vascular disease |
| COPD | Chronic obstructive pulmonary disease |
| UTI | Urinary tract infection |
| DVT | Deep view thrombosis |
| FX | Fracture |
| CMV | Cyclo megalo virus |
| SOB | Shortness of breath |
| MVA | Motor vehicle accident |
| TKR | Total knee replacement |
| THR | Total hip replacement |

## *TITLE:*

Filling Out The Care Plan

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To complete care plans accurately and completely

## *OBJECTIVES:*

1. To write legibly
2. To spell correctly
3. To use correct grammar
4. To write factual and objective statements
5. To use accepted abbreviations
6. To Fill in all necessary dates and times
7. To sign the form

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# FILLING OUT THE CARE PLAN

Use a copy of the care plan germane to your agency to complete the following tasks.

I. Fill out the care plan on a client that you attended to recently. Be sure to give him or her a fictitious name for reasons of confidentiality.

II. Share your filled out care plan in a group of employees from the same agency. As a group go over each one carefully to determine:
  a. Is the form filled out completely?
  b. Is the form filled out accurately?
  c. Is the writing legible?
  d. Is everything spelled accurately?
  e. Is the grammar correct?
  f. Are the observations objective and factual?
  g. If abbreviations are used, are they the accepted ones?

If you work for Carroll Lutheran Village, please remember these items as you fill out your forms:

- Complete the form on a hard surface to insure that the third copy is legible; use a ballpoint pen.
- Because this worksheet is the main communication tool, complete it accurately with information that the client can read.
- Written communication not shared with the client needs to be written on a separate paper and attached to the office copy of the worksheet.
- The completed worksheet should reflect all you have done for the client.
- Any observations seen and heard may need to be recorded on separate paper for documentation.
- You may expand on information between the columns; you are not limited simply to a check mark.
- Write legibly.
- Use proper grammar.
- Concentrate on completing the "Resident Billing" box correctly. Complete the following boxes:
  ☐ Client - please print the name
  ☐ Time In
  ☐ Time Out
  ☐ Date of Service
  ☐ Service Performed
  ☐ Employee Signature
  ☐ Client Signature

Do **NOT** complete the following boxes:
- ☐ Acct. #
- ☐ Total
- ☐ Amount

III. After your group discussion and having the instructor look over your form, complete the form a second time incorporating all the necessary corrections.

IV. Complete another form on a different client as practice. Again, remember to use a fictitious name for the client.

## *TITLE:*

Documentation of Clients

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To use the appropriate documentation statements about clients

## *OBJECTIVES:*

1. To list the rules for charting for employer
2. To categorize observations of clients as objective or subjective
3. To write objective, factual statements about clients

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# DOCUMENTATION OF CLIENTS

## *PROCEDURES ON THE JOB*

**DOCUMENTATION OF CLIENTS** -- Objective and Subjective Statements

**A.** One of your responsibilities is to fill out paperwork on each client you service. The Care Plan tells you what the nurse supervisor wants you to accomplish for each client. You then must fill out an Activity Record of items that you accomplished. There is usually room for you to write brief comments about your observations of the client. Usually, there are three goals for charting:

1. to provide a record of care and treatment given
2. to record client response to the care
3. to record changes in condition, unusual observations and events

In your journal, list the rules for charting that your agency expects you to follow. The rules usually center around such topics as how you should write, what you should write, when you should write, and who should sign. Be sure to put your name and agency at the top of the paper.

**B.** The chart or Activity Record is a legal document and confidential record. You must, therefore, chart only what actually occurred. One of the rules in documenting that you must follow is to respond with factual observations. Look up the terms **objective** and **subjective** in a dictionary to be sure of their definitions. Which one of these terms is related to **factual**? In your journal, write the two headings **Objective** and **Subjective** at the top of a page. Write each of the following statements under the category to which it belongs.

1. The red dress is pretty.
2. The dress is red.
3. The client drank 2 oz. of water.
4. The client didn't drink enough water.
5. The client weighs 80 pounds.
6. The client looks thin.
7. The client is confused.
8. The client refused a shower today.
9. The client wandered from the house today.
10. The client's dress is inappropriate.
11. The client ambulates without assistance.
12. The client is uncooperative.
13. The client is depressed.
14. The client cannot state his/her name.
15. The client has gained three pounds.
16. The client was depressed by the daughter's visit today.
17. The client was crying after her daughter's visit today.
18. The client ate all his/her breakfast.
19. The client is in a good mood.
20. The client appears to be excited.
21. The client's right foot is swollen.
22. The client's gait is very unsteady.

23. The client is forgetful.
24. The client has no swelling in the lower leg.
25. The client has a lot of dry junk in the mouth.
26. The client sat in the chair for 45 minutes.
27. The client had audible respiratory wheezes.
28. The client was too weak to stand today.
29. The client has a reddened area on the buttocks.
30. The client enjoys company and trying to help herself.
31. The client says she feels nauseous.
32. The client says he is too weak to walk today.
33. The client has trouble breathing today.
34. The client says he has trouble breathing today.
35. The client was gasping for breath today.

Check these with a partner or the instructor.

**C.** To give you practice with writing objective, factual statements about clients, use the next page to fill in the right hand column labeled **Factual Observations** for each of the bulleted areas under **Describe what you see, hear, smell, touch** listed in the far left column. The middle column simply gives you hints on the kinds of things you can describe for each area. You only have to write one objective statement for each bullet, but you may write more than one for each. Check your statements with a partner and/or the instructor.

## *TITLE:*

Measuring Wounds

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To gain experience in conversions

## *OBJECTIVES:*

1. To write patient observations
2. To convert wound sizes from inches to centimeters
3. To convert wound sizes from centimeters to inches
4. To write a prognosis for the patient.

# MEASURING WOUNDS

This lesson is designed to give you experience in conversions (centimeters/inches), in writing patient observations, and in using medical terminology.

I. Create a patient. Write a paragraph describing the patient and his/her medical problem. This "problem" is not limited to but must include a wound requiring treatment. Use your imagination! Your scenario may be based on a real experience or may be totally made up.

II. Using cloth samples glued to paper, chart your patient's wound over 4 or 5 visits. Use the centimeters/inches measuring tools.

- Date each visit.
- Write a brief statement(s) of your observation for each visit.
- Record half of your measurements in centimeters. Show centimeter conversions to inches on your paper. Label measurements.
- Record half of your measurements in inches. Show inch conversion to centimeters on your paper. Label measurements.

III. When your visits are completed, write a brief prognosis for this patient.

## *TITLE:*

Measuring Pain in Cancer Patients

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To understand the treatment of pain in cancer patients

## *OBJECTIVES:*

1. To read a Hospice pamphlet on pain
2. To define vocabulary from contextual clues and a dictionary
3. To locate information
4. To write a one-sentence summary of the pamphlet
5. To describe how a caregiver should respond to a patient in pain

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# MEASURING PAIN IN CANCER PATIENTS

## Reading Comprehension

A. Recall a time when you experienced severe pain. (Childbirth is often accompanied by pain and discomfort. Other examples include automobile accidents, household accidents.) Write a journal entry in which you:

1. describe the cause of the pain
2. describe the location of the pain
3. describe the severity of the pain
4. describe how the pain affected your life
5. describe what was done to alleviate the pain

B. You will read the pamphlet "**Up-to-Date Answers to Questions About Measuring Pain**" in four chunks. Before reading each section, you will be given vocabulary to define in context and questions to answer as you read. Define any of the vocabulary words that you already know before you read. Some vocabulary is repeated in several sections to help reinforce meanings.

**1. Section 1 -- pp. 1-3**

Vocabulary:

accompanied
reduce
significantly
relieve
sensation
uncomfortable
distress
severe
physical
emotional
adequate
fatigue
depression
anxiety

**Questions to answer --**

a. What is the subtitle of this pamphlet?
b. Who knows the most about the pain experienced?
c. What is pain?
d. What affects the way one feels pain?
e. Who can help with the pain?

# MEASURING PAIN IN CANCER PATIENTS

## Reading Comprehension

### 2. Section 2 -- pp. 3-6

Vocabulary:

measure
intensity
unpleasant
disturbing
imaginable
discomfort
sharp
dull
throbbing
burning
steady
severity
notations
rating scale

**Questions to answer --**

a. How does one measure pain?
b. When does one measure the pain?
c. Why does a doctor or other professional ask the kinds of questions listed on p. 4?
d. Besides a rating scale for pain, what other method could be used to describe one's pain?
e. What kinds of things should be included in this method?
f. In describing pain, what adjectives are used?

### 3. Section 3 -- pp. 6-9

Vocabulary:

effects
symptoms
dizziness
drowsiness
confusion
constipation
diarrhea
nausea
appetite
rarely
anxiety
depression
emotional
reaction
discouraged
hopeless
helpless
embarrassed
frantic
mood
tolerance
cope
sufficient

# MEASURING PAIN IN CANCER PATIENTS

## Reading Comprehension

**Questions to answer --**

a. What are some of the effects of pain on people?
b. What are some symptoms that accompany pain and the use of pain medication?
c. What are some other areas of life that are affected by pain?
d. How does emotion affect pain?
e. How does tiredness affect pain?
f. Besides pain medication, what else can help in dealing with pain?

**4. Section 4 -- pp. 9-12**

Vocabulary:

- approval
- potential
- regularly
- increase
- dosage
- frequency
- alter
- reduces
- tolerate
- schedule
- prevents
- opioids
- relieving
- moderate
- severe
- acquired
- reputation
- illegally
- addicted
- emotional
- psychological
- physical
- tolerance
- dependence
- periodically
- complications
- interactions
- tranquilizers
- antihistamines
- antinauseants
- antidepressants
- constipation

**Questions to answer --**

a. When should a cancer patient take pain medication?
b. Why should the patient tell the doctor about pain experienced between doses of pain medication?
c. What effect does medication have on pain?
d. How should the patient use pain medication?
e. What are opioids?
f. Why do doctors prescribe opioids if they are addictive?
g. What are the long term effects of taking opioids?
h. Why should the patient tell the doctor about *all* medications being taken?

# MEASURING PAIN IN CANCER PATIENTS

## Reading Comprehension

C. Follow-up to your reading:

1. Write a one-sentence summary of this pamphlet on pain by completing the following:

   *The pamphlet "**Up-to-Date Answers to Questions About Measuring Pain**" explains . . .*________________________________________

   ______________________________________________________

2. Describe how you as a health care worker should respond to a patient in pain.________________________________________________

   __________________________________________________________

   __________________________________________________________

3. Explain the difference between affect and effect as used in this pamphlet. Use each in a sentence to show that you know how to use them. (If you are unsure about their usage, review the pamphlet again where you see the words and look them up in the dictionary.)

   __________________________________________________________

   __________________________________________________________

   __________________________________________________________

## *TITLE:*

Following Directions for Vital Signs

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To become efficient at taking vital signs

## *OBJECTIVES:*

1. To define necessary vocabulary
2. To follow the steps in a procedure
3. To answer questions based on the procedure
4. To write out the steps in a procedure
5. To give oral directions on the procedure
6. To take a post-test on the procedures for vital signs

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# FOLLOWING DIRECTIONS FOR VITAL SIGNS

# HOME HEALTH AIDE PROCEDURES

## Following Directions

Following steps in performing a procedure is a very important skill. The following activities will ask you to study the procedures for various activities that you may be asked to perform. At the beginning of each procedure is a list of vocabulary that you should be able to define based upon the context of the procedure or with the help of a dictionary.

### A. Oral Temperature

Vocabulary -- oral thermometer
mercury
unconscious
irrational
oral cavity
98.6 degrees F.

Read through the procedure on taking an oral temperature to define the terms. Read through the steps in the procedure enough times to familiarize yourself with the order. Answer the following questions based on the procedure.

1. To get an accurate temperature reading, you should
   a. shake the mercury down below 97 degrees F.
   b. run very cold water over the thermometer
   c. run old water over the thermometer
   d. all of the above

2. You cannot take an oral temperature of a mouth breather because
   a. mouth breathing makes the thermometer register a higher temperature than it really is
   b. there is no way for a mouth breather to hold the thermometer in his/her mouth
   c. mouth breathing makes the thermometer register a lower temperature than it really is
   d. none of the above

# HOME HEALTH AIDE PROCEDURES

## Following Directions

3. You should wash your hands
   a. both before and after taking the temperature
   b. only before taking the temperature
   c. only after taking the temperature
   d. any time would be fine

4. You should always document the temperature on HHA flow chart
   a. True
   b. False

5. For an accurate reading of oral temperature, you should leave the thermometer under the client's tongue for
   a. 10 minutes
   b. one minute
   c. 3 to 5 minutes
   d. any amount of time will do

6. Normal oral temperature is
   a. 100 degrees F.
   b. 95 degrees F.
   c. 98.6 degrees F.
   d. none of the above

7. If the client's temperature is 101 degrees F., you should
   a. watch for further signs of infection
   b. report the elevation to the Clinical Care Coordinator
   c. call emergency personnel
   d. report the elevation to the doctor

Without looking at the procedures sheet, write out the steps in the process of taking a client's oral temperature. Check your list with the procedures sheet.

With a partner give oral directions for taking a client's oral temperature. Have the partner check your directions against the procedure sheet.

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

### B. Rectal Temperature

Vocabulary -- rectal thermometer
disposable gloves
diarrhea
flexed
buttocks
anal sphincter
99.6 degrees F.

Read through the procedure on taking a rectal temperature to define the terms. Read through the steps in the procedure enough times to familiarize yourself with the order. Answer the following questions based on the procedure.

1. For this procedure it is not only important for you to wash your hands, but you must also
   a. wear a protective face mask
   b. wear protective disposable gloves
   c. use tissues to hold the thermometer
   d. none of the above

2. Whereas an oral thermometer should be left under the tongue for 3 to 5 minutes, a rectal thermometer should be held in place for
   a. 5 minutes
   b. 10 minutes
   c. 2 to 3 minutes
   d. any amount of time

3. The client should be lying on his/her side with the knees flexed to the chest. The word flexed means
   a. straight
   b. opened
   c. bent
   d. none of the above

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

4. If normal oral temperature is 98.6 degrees F., normal rectal temperature is
   a. 99.6 degrees F.
   b. 102 degrees F.
   c. 95 degrees F.
   d. all of the above

5. You should apply lubricant to the rectal thermometer tip.
   a. True
   b. False

6. The rectal thermometer should be inserted about how many inches past the client's anal sphincter?
   a. 2 inches
   b. 3 inches
   c. 1 1/2 inches
   d. 1 inch

7. If the client's temperature is elevated you should
   a. just document the results on HHA flow sheet
   b. contact the Client Care Coordinator
   c. contact the doctor
   d. contact emergency personnel

Without looking at the procedures sheet, write out the steps in the process of taking a client's rectal temperature. Check your list with the procedures sheet.

With a partner give oral directions for taking a client's rectal temperature. Have the partner check your directions against the procedure sheet.

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

### C. Radial Pulse

Vocabulary -- radial pulse
radial artery
pulsations
60 - 80 beats per minute
significant change

Read through the procedure on taking a radial pulse to define the terms. Read through the steps in the procedure enough times to familiarize yourself with the order. Answer the following questions based on the procedure.

1. The purpose for taking a radial pulse is to
   a. count the client's respiration per minute
   b. count the number of times per minute the client's heart beats
   c. measure client's temperature
   d. measure client's blood pressure

2. The radial artery is found
   a. along the palm side of a person's wrist
   b. inside the bend in the elbow
   c. at the person's temple
   d. none of the above

3. You can count the number of pulsations for 30 seconds, but then you must multiply that number by ___ in order to obtain a pulse rate for one minute.
   a. 2
   b. 3
   c. 4
   d. 60

4. A normal radial pulse is usually ___ beats per minute.
   a. 20 - 30
   b. 40 - 50
   c. 60 - 80
   d. any number

## PROCEDURES

5. The most important piece of equipment for this procedure is
   a. a good strong radial pulse
   b. a stethoscope
   c. a watch with a second hand
   d. a thermometer

6. If you count 35 pulsations in 30 seconds, what is the client's beats per minute?
   a. 170
   b. 17.5
   c. 35
   d. 70

Without looking at the procedures sheet, write out the steps in the process of taking a client's radial pulse. Check your list with the procedures sheet.

With a partner give oral directions for taking a client's radial pulse. Have the partner check your directions against the procedure sheet.

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

### D. Respiration

Vocabulary -- respiration
inspiration
expiration
16 - 20 respirations per minute

Read through the procedure on taking a client's respiration to define the terms. Read through the steps in the procedure enough times to familiarize yourself with the order. Answer the following questions based on the procedure.

1. Respiration is usually counted while the aide is still doing which other procedure:
   a. blood pressure
   b. oral temperature
   c. rectal temperature
   d. pulse

2. The inspiration is
   a. the amount of air a person takes into his/her lungs
   b. the intake of air into the lungs
   c. the falling of the chest as air is expelled from the lungs
   d. all of the above

3. The respiration is
   a. the expelling of air from the lungs
   b. the amount of air expelled from the lungs
   c. the number of times a person breathes
   d. the intake of air into the lungs

4. The normal rate of respiration is usually
   a. 10 - 15 per minute
   b. 20 - 30 per minute
   c. 16 - 20 per minute
   d. any number

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

5. If you count 9 respirations in 30 seconds, how many respirations are in one minute?
   a. 20
   b. 18
   c. 16
   d. 9

6. In order to count the number of respirations, you will need to use what equipment?
   a. a watch
   b. a stethoscope
   c. your fingers
   d. all of the above

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

### E. Blood Pressure

Vocabulary

- blood pressure
- systolic pressure
- diastolic pressure
- brachial artery
- antecubital fossa
- stethoscope
- blood pressure cuff
- manometer
- intravenous
- inflate
- diaphragm
- cm = centimeter
- mm = millimeter

Read through the procedure on taking blood pressure to define the terms. Read through the steps in the procedure enough times to familiarize yourself with the order. Answer the following questions based on the procedure.

1. If the bottom of the blood pressure cuff should be 2 cm above the antecubital fossa, how many inches is that?
    a. approximately .8, or almost an inch
    b. two inches
    c. four inches
    d. cannot be determined

2. The brachial pulse is found
    a. at the temple
    b. at the wrist
    c. on the inside of the elbow
    d. in the neck

3. The systolic pressure is the ___ heartbeat sound heard as you are releasing air from the blood pressure cuff.
    a. last
    b. first
    c. first and last
    d. none of the above

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

4. The diastolic pressure is the ___ heartbeat sound heard as you are releasing air from the blood pressure cuff.
   a. last
   b. first
   c. first and last
   d. none of the above

5. On the HHA flow sheet blood pressure is recorded as
   a. systolic over diastolic
   b. diastolic over systolic
   c. either way
   d. none of the above

6. If you have difficulty hearing blood pressure sounds you should
   a. immediately change the blood pressure to the other arm since pressure may be better heard there
   b. instruct the client to open and close the fist rapidly about eight times after the cuff is inflated
   c. tap on the brachial artery about eight times to jolt it into producing the sound you need
   d. all of the above

7. If the client's blood pressure is 200/110 on Thursday, when it had only been 180/90 on Wednesday, you should
   a. call emergency personnel
   b. calm the client down by whatever means you can
   c. report it as a significant change to the Clinical Care Coordinator
   d. not do anything

8. Good ____ coordination is essential in being able to take blood pressure accurately.
   a. hand and eye
   b. two hand
   c. eye and ear
   d. hand, eye, and ear

# HOME HEALTH AIDE PROCEDURES

## PROCEDURES

9. Explain how the coordination of #8 must work.____________________

10. Although you do not necessarily have to wash your hands to take a blood pressure reading, alcohol should be used to clean ____.
    a. the brachial artery
    b. the diaphragm of the stethoscope
    c. the ear tips of the stethoscope
    d. the blood pressure cuff

Without looking at the procedures sheet, write out the steps in the process of taking a client's blood pressure. Check your list with the procedures sheet.

With a partner give oral directions for taking a client's blood pressure. Have the partner check your directions against the procedure sheet.

## *TITLE:*

Vital Signs

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To understand the importance of changes in vital signs in the elderly

## *OBJECTIVES:*

1. To read for information from a Geriatric Care article
2. To apply the reading to your employer's policies
3. To apply the reading to your own experiences

## VITAL SIGNS

## *PROCEDURES ON THE JOB*

Read the short article **"The Importance of Recording Accurate Vital Signs in the Elderly"** in Geriatric Care for November 1996.

1. How often do you have to record vitals for the clients for whom you care?

2. What confuses you most about taking vital signs, particularly of the elderly?

3. How do you establish "***normal***" temperature and pulse rate for a client for whom you care?

4. What are some treatable illnesses that occur following a change in a client's vitals?

5. Why is it extremely important to note any changes, minor or not, in a client's vital signs?

## *TITLE:*

Temperature Conversions

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To practice temperature conversions

## *OBJECTIVES*

1. To read for information
2. To use mathematical formulas to computer conversions
3. To explain solutions to practice problems

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Taken from Schaum's Outline of Theory and Problems of Mathematics for Nurses by Eizo Nishiura (McGraw-Hill, 1986), pp. 210-212.

***PROCEDURES ON THE JOB***

# Temperature Conversions

The two temperature scales of importance in nursing are the *Celsius* scale and the *Fahrenheit* scale. Temperatures are measured on the Celsius scale in degrees Celsius (°C) and on the Fahrenheit scale in degrees Fahrenheit (°F). The Celsius scale divides the interval between the freezing point and the boiling point of water into 100 equal parts. The freezing point of water is set at 0°C, and the boiling point at 100°C. On the Fahrenheit scale, the freezing point of water is 32°F and the boiling point is 212°F (see Fig. A-1). The following formulas relate a temperature in one scale to a temperature in the other scale.

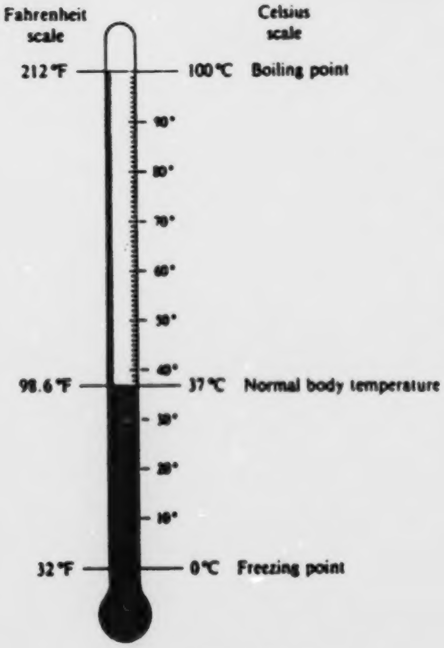
Fahrenheit scale
Celsius scale
212°F
100°C Boiling point
90°
80°
70°
60°
50°
40°
98.6°F
37°C Normal body temperature
30°
20°
10°
32°F
0°C Freezing point

Fig. A-1

Conversion from degrees Celsius to degrees Fahrenheit:

$$F = \frac{9}{5}C + 32$$

Conversion from degrees Fahrenheit to degrees Celsius:

$$C = \frac{5}{9}(F - 32)$$

These formulas are equivalent to the following directions.

*To convert from degrees Celsius to degrees Fahrenheit,* start with the degrees Celsius and

1. Multiply by 9
2. Divide by 5
3. Add 32

*To convert from degrees Fahrenheit to degrees Celsius*, start with the degrees Fahrenheit and

1. Subtract 32
2. Multiply by 5
3. Divide by 9

Note that the steps followed in performing one conversion are just the opposite steps, taken in the reverse order, of the other conversion.

**EXAMPLE 1** (*a*) Convert 20°C to degrees Fahrenheit. (*b*) Convert 68°F to degrees Celsius.

(*a*) Follow the steps for converting from degrees Celsius to degrees Fahrenheit.

1. Multiply by 9: $20 \times 9 = 180$
2. Divide by 5: $180 \div 5 = 36$
3. Add 32: $36 + 32 = 68$

The answer is 68°F. You will see below that performing the *opposite* operations in the *reverse order* will lead back to the starting point.

(*b*) Follow the steps for converting from degrees Fahrenheit to degrees Celsius.

1. Subtract 32: $68 - 32 = 36$
2. Multiply by 5: $36 \times 5 = 180$
3. Divide by 9: $180 \div 9 = 20$

The answer is 20°C as was expected.

## Solved Problems

**1.** Convert the following Celsius temperatures to Fahrenheit temperatures.

(*a*) 37°C (normal body temperature)
(*b*) 0°C (freezing point of water)
(*c*) 100°C (boiling point of water)
(*d*) 23.5°C

**Solution**

Follow the steps for converting from degrees Celsius to degrees Fahrenheit (multiply by 9, divide by 5, add 32).

(*a*) $\begin{array}{r} 37 \\ \underline{\times 9} \\ 5\overline{)333} \\ 66.6 \\ \underline{+32} \\ 98.6^\circ\text{F} \end{array}$ (*b*) $\begin{array}{r} 0 \\ \underline{\times 9} \\ 5\overline{)0} \\ 0 \\ \underline{+32} \\ 32^\circ\text{F} \end{array}$ (*c*) $\begin{array}{r} 100 \\ \underline{\times 9} \\ 5\overline{)900} \\ 180 \\ \underline{+32} \\ 212^\circ\text{F} \end{array}$ (*d*) $\begin{array}{r} 23.5 \\ \underline{\times 9} \\ 5\overline{)211.5} \\ 42.3 \\ \underline{+32} \\ 74.3^\circ\text{F} \end{array}$

**2.** Convert the following Fahrenheit temperatures to Celsius temperatures.

(*a*) 98.6°F (normal body temperature)
(*b*) 32°F (freezing point of water)
(*c*) 212°F (boiling point of water)
(*d*) 104.2°F

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**Solution**

Follow the steps for converting from degrees Fahrenheit to degrees Celsius (subtract 32, multiply by 5, divide by 9).

| (*a*) | (*b*) | (*c*) | (*d*) |
|---|---|---|---|
| 98.6 | 32 | 212 | 104.2 |
| −32 | −32 | −32 | −32 |
| 66.6 | 0 | 180 | 72.2 |
| ×5 | ×5 | ×5 | ×5 |
| 9)333 | 9)0 | 9)900 | 9)361 |
| 37°C | 0°C | 100°C | 40.1°C |

## Supplementary Problems

3. Convert each temperature from one scale to the other (Fahrenheit or Celsius).

(*a*) 38°C (*c*) 110.5°F (*e*) 99.4°F (*g*) 36.8°C
(*b*) 72°F (*d*) 39°C (*f*) 29°C (*h*) 102.8°F

## Answers to Supplementary Problems

3. (*a*) 100.4°F (*c*) 43.6°C (*e*) 37.4°C (*g*) 98.2°F
(*b*) 22.2°C (*d*) 102.2°F (*f*) 84.2°F (*h*) 39.3°C

## *TITLE:*

Skin Care for Clients

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To keep abreast of the latest thinking on skin care

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary using contextual clues and a medical dictionary
3. To evaluate methods currently practiced for skin care
4. To apply what you have read to the job

# SKIN CARE FOR CLIENTS

## *PROCEDURES ON THE JOB*

Read the article "*Skin Care Rituals That Do More Harm Than Good*" by Susan M. Skewes in **American Journal of Nursing**, October 1996, pp. 33-35.

### I. Before You Read

What skin care procedures are followed by you to treat pressure ulcers?

________________________________________________

________________________________________________

### II. As You Read

**A.** As you read, be sure you can define the following terms: (Since this article is written by a nurse, you will find difficult technical vocabulary.)

1. AHCPR--____________________________________
2. force and friction--______________________________
3. emulsifies--___________________________________
4. lipids--______________________________________
5. antimicrobial barrier--____________________________
6. sebum and sebaceous--____________________________
7. alkaline--____________________________________
8. accouterment--_________________________________
9. gram-negative organisms--__________________________
10. proliferation--_________________________________
11. impedes--____________________________________

12. collagen--________________________________

13. fibroblasts--________________________________

14. cytotoxic--________________________________

15. debride--________________________________

16. necrotic--________________________________

17. surfactants--________________________________

18. crosscontamination--________________________________

19. Bag Bath--________________________________

**B.** Read to find answers to these questions:

1. What is the rate of pressure ulcers in acute care hospitals and in nursing homes? What is the cost associated with these lesions?

________________________________________________

________________________________________________

2. The author attacks a number of skin and wound care practices as doing more harm than good. What are her arguments against the daily bath?

________________________________________________

________________________________________________

3. What are her arguments against using harsh soaps? What kind of soap does she recommend for patient bathing?

________________________________________________

________________________________________________

________________________________________________

4. What is her argument against using washbasins?

5. Does she favor moist or dry wound healing? Why?

6. As writer of this curriculum piece, I have recently been told by the medicalprofession to clean wounds on a family member three times a day with hydrogen peroxide. What would the author of this article say about that directive? Why?

7. Susan Skewes has invented the Bag Bath for bed baths. Describe briefly the history of her invention. Explain what the final product consists of and does.

## III. After You Read

What skin and wound care practices are being followed by your employer? How would Susan Skewes rate them?

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

____________________________________________________________

## *TITLE:*

Reducing Disruptive Behavior
During Bathing

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To keep abreast of latest findings on bathing procedures

## *OBJECTIVES:*

1. To read for information from an American Journal of Nursing article
2. To evaluate the usefulness of interventions described
3. To apply intervention strategy to a client for whom you care
4. To evaluate the intervention strategy

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## "REDUCING DISRUPTIVE BEHAVIOR DURING BATHING"

### *Procedures on the Job*

The February 1997 American Journal of Nursing includes the short article noted above on page 20. Read the article and answer the following questions.

1. What is the ethical issue that the writer raises about bathing patients/clients?

2. What was the experience of the home health nurse who tried to bathe the writer's grandmother?

3. How does the writer describe bathing practices in nursing homes?

4. How does the writer describe bathing practices in hospitals?

5. In addition to individualizing bathing approaches, the writer suggests that caregivers do what else?

6. The writer suggests 11 interventions to make bathing a pleasant, therapeutic experience. Which of the 11 do you see as the most useful to you in your role?

________________________________________

________________________________________

7. The writer says that bathing the elderly, particularly those with dementia, isn't simply a task, but that it requires four things:

________________________________________

________________________________________

________________________________________

________________________________________

8. Choose one of the writer's intervention strategies and apply it to a patient/client that you must bathe. Explain whether it made the experience better or worse. Why?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## *TITLE:*

Incontinency

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To help clients deal with incontinency

## *OBJECTIVES:*

1. To read and view material on incontinency
2. To define terms based on the reading
3. To answer questions about incontinency
4. To analyze a problem on the job
5. To write possible solutions to a problem
6. To determine the best solution to a problem

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# INCONTINENCY

## Procedures on the Job

Health aides and companions must often deal with a client who is incontinent. For the client the embarrassment of incontinency often causes him or her to try to avoid the issue. You must handle the subject diplomatically and professionally.

### Before Reading and Viewing

Answer the following true-false questions:

__ 1. Urinary incontinence is a disease.

__ 2. Urinary incontinence has many causes.

__ 3. The bladder is really a muscle.

__ 4. Stress incontinence comes from the stress of everyday living.

__ 5. Urine flows from the bladder to the kidneys.

__ 6. The male urethra is much longer than the female urethra.

__ 7. Urinary incontinence cannot be controlled.

__ 8. Catherization is a method of controlling incontinence.

__ 9. Kegel Exercises improve bladder control by strengthening the muscles that control urination.

__10. Surgery should be the first course of action to correct incontinence.

### Reading and Viewing

Read the booklet "Working with the Incontinent," starting on p.4. As you read, use the accompanying flip-chart or slides. Be sure that you can define the following terms from your reading. Use a medical dictionary as needed.

a. Ureters--

b. Detrusor muscle--

c. Sphincter muscles--

d. Urethra--

e. Stress incontinence--

f. Urge incontinence--

g. Functional incontinence--

h. Overflow incontinence--

i. Iatrogenic incontinence--

j. Catherization--

k. Kegel Exercises--

Read through the sheet on Kegel Exercises (p.14) to identify the pubococcygeus (PCG) muscle--

## After Viewing

Take the following post-test to measure your understanding of the subject of incontinency.

1. Women are more likely to have bladder control problems than men because
   a. women are more high-strung than men.
   b. the female urethra is much shorter than the male urethra and more likely to be affected by internal pressure.
   c. the female bladder is much smaller than the male bladder and cannot hold as much urine.
   d. all of the above.

2. Incontinence can be caused by
   a. old age.
   b. stubbornness.
   c. different physical and mental conditions.
   d. none of the above.

3. Which statement is correct?
   a. Incontinence is often curable and always manageable.
   b. Incontinence is never curable but always manageable.
   c. Incontinence is always curable.
   d. None of the above.

4. Bladder leaks during coughing, sneezing or movement:
   a. Urge incontinence
   b. Functional incontinence
   c. Overflow incontinence
   d. Stress incontinence

5. Bladder incontinence as a result of a drug or surgery:
   a. Urge incontinence
   b. Functional incontinence
   c. Iatrogenic incontinence
   d. Stress incontinence

6. Not due to urinary tract problems, this incontinence is experienced because people lack sufficient mobility:
   a. Overflow incontinence
   b. Functional incontinence
   c. Urge incontinence
   d. Iatrogenic incontinence

7. Most common in older people and having a number of causes, this incontinence occurs when a person experiences an urgent need to pass urine without time to get to the toilet:
   a. Overflow incontinence
   b. Functional incontinence
   c. Urge incontinence
   d. Iatrogenic incontinence

8. Incontinence can sometimes be improved or reversed through
   a. medication.
   b. Kegel exercises.
   c. a bladder retraining program.
   d. all of the above.

9. Kegel exercises:
   a. help strengthen muscles that control the bowel and bladder.
   b. should be done at least four times a day.
   c. should be done when one has the urge to urinate.
   d. all of the above.

10. Nutrition and fluid intake are important in managing bladder control problems because
   a. many foods and beverages can contribute to such problems by irritating the bladder.
   b a 5 to 10 percent weight loss in older people can relieve abdominal pressure contributing the such problems.
   c. restricting fluid intake may actually cause more harm to the body.
   d. all of the above.

**Problem-solving activity**: Explain how you would broach the subject of incontinency with a client that you know has the problem but has not been dealing with it adequately. Perhaps you have had to wash urine soaked clothes. Perhaps the smell of urine is saturating the home. Perhaps the person has been using some kind of undergarment guard but is trying to reuse these items. In your scenario be sure to include the specifics of the problem. Also include the steps you would take as an aide or a companion to try to solve the problem. Use the following format.

**Problem:** ____________________________________________

**Specific Signs of the Problem:** ____________________________________________

**Possible Solutions:** ____________________________________________

**Because incontinency is a sensitive subject, you will need to broach the issue very carefully. Perhaps you can begin by asking the client questions about the problem and doctor intervention, by assuring him/her that the problem is a common one, and by explaining the various kinds of incontinency. You can also present the findings of your reading/viewing with special emphasis on the Kegel Exercises and their intended outcomes. If you cannot speak to the client, who will you try to involve in a possible solution?**

**Steps to Solving the Problem:** ____________________________________________

**Follow-up reading:**

Look in the resource file under Incontinence for pamphlets and newsletters from The HIP Report, a publication dedicated to promoting quality continence care. Often the letters to HIP and the "Personally Speaking" column can give you more insights into how to deal with helping someone solve his or her incontinency problem. In the "Personally Speaking" columns, Lisa Polette offers good advice on how to speak to someone about incontinency.

Also, there are a number of articles about therapies and treatments for bladder incontinency. Also included in the file are discussions of a number of products supplied by Home Delivery Incontinent Supplies Co. and recommended by HIP. These could be valuable sources for you in recommending products to persons for whom you care.

The other unspoken problem, fecal incontinence, receives coverage in HIP as well. As a health care provider, you undoubtedly have to deal with this problem, too. Read the article in Winter 1996 of HIP to see what can be recommended.

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# [illegible] EXERCISES

[illegible] another good [illegible] muscles.

## [illegible] EXERCISES

[illegible] Kegels
Tighten and relax the PCG muscle as rapidly as possible.

Slow Kegels
Tighten the PCG muscle. Hold it for a count of five, then relax.

Pull in — Pull up the entire pelvic floor as though trying to suck water. Hold for a count of five, while breathing normally. Relax for a count of five and repeat.

At first, do 10 of each of the exercises (one set) four times every day. Each week increase the number of times of exercise by five (15, 20, 25, etc.). Complete four sets each day. Be patient, because it may take at least three months for results. Make the exercises a part of your daily life to help assure ongoing benefits.

When you have control of these muscles, use them to help prevent accidents. Tighten your pelvic muscles: When you have the urge to urinate. Before you get up from a chair. Before you move to get out of bed. Before and while lifting heavy objects. When someone is going to tell you a funny story. When you feel a sneeze or cough coming on.

*From Working with the Incontinent, a Community Education Program*

*Sponsored by* **Depend**

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## *TITLE:*

Helping Clients Be More Independent

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To problem solve how to help a client be more independent

## *OBJECTIVES:*

1. To describe a handicapping condition
2. To summarize main features of an item
3. To explain the usefulness of an item to a client
4. To persuade a client to order an item
5. To complete an order form
6. To write a follow-up letter of persuasion

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# HELPING CLIENTS BE MORE INDEPENDENT

## Problem Solving

I. Think about a time you or someone you know had a broken limb or other serious handicap. Describe what you or that other person had to do to compensate for the immobile part of the body. For example, if you had a broken arm you may have had to cover the cast with plastic just to be able to take a shower. If it were your main arm for doing most chores, how did you overcome problems in eating, writing, dressing, etc.? Try to remember as many things that you had to do to overcome the temporary handicap. Write these in your journal.

II. Look at the North Coast Products Consumer Products Division catalog called Functional Solutions for Independent Living.

A. List the headings from the catalog for the various kinds of adaptive products that are available for ordering.

________________________________________

________________________________________

________________________________________

________________________________________

B. Choose a client with whom you have worked who would be in need of an adaptive product from one of those headings that could make that person a bit more independent or a bit more comfortable. Describe the person's handicap and why you chose that particular section of the catalog. List the kinds of items that are available under that heading of the catalog.

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

C. Choose one of the items from the section, summarize its main features, and explain how that item could be a help to the client you described in B.

D. Explain how you would approach your client about purchasing such an item. What would you say to the client. What reasons would you use to convince him/her that this item could be helpful.

E. Assume that you have convinced the client of the item's usefulness. Look through the catalog and explain the various methods of ordering the item.

F. Fill out the sample order form for the item, remembering to figure out the merchandise total by adding all necessary fees as the catalog describes. Remember to check the method of payment that would be most appropriate for your client.

III. As a follow-up to D above, assume that your job now is to convince a family member of your client that this device could be very helpful. You must leave a letter for this family member since you will not see him/her. Write a letter to the family member using the friendly letter format. Explain why you are leaving a note, where the item can be found in the catalog, how it can help the client, how much it costs. Be sure to offer follow-up help with questions and with the client's adjustment to the item.

## *TITLE:*

Medication Errors

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To understand the implications of mathematical errors

## *OBJECTIVES:*

1. To read for information from an American Journal of Nursing article on the use of decimals and zeros
2. To identify common abbreviations in prescribing medicines
3. To rewrite dosages to avoid confusion
4. To evaluate the importance of the information to you personally and in your job

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# MEDICATION ERRORS

## *Procedures on the Job*

Although you may not now be allowed to dispense medicines to clients/residents, you may at some time in the future be trained to do so, or you may be interested in pursuing further nursing training where the dispensing of medicines will be required. The article, **"Careful with the Zeros!"** in May 1997 issue of *American Journal of Nursing* (p.14) demonstrates how important it is to know how to read decimals in medicines that are prescribed. Please note that the article stresses that anyone in the caregiving chain can make mistakes that have serious consequences.

### Before You Read

Look up the following abbreviations:

mg--______________________________

PO--______________________________

QD--______________________________

BID--______________________________

g--______________________________

mcg--______________________________

### As You Read

1. The case of Janet Costello illustrates which kind of error in the use of decimals and zeros?

______________________________

______________________________

2. The case of Bobby Reston illustrates which other kind of error in the use of decimals and zeros?

______________________________

______________________________

3. What are the rules for using zeros and decimal points correctly?

4. According to the article, how should each of the following be written to avoid confusion?

.5 mg--__________

0.5 g--__________

5.0 mg--__________

10 mg--__________

500 mg--__________

.20 mg--__________

0.2 mg--__________

5. How can computerized systems for medication orders help prevent errors?

6. How useful to you in your present position is the information contained in this article? Of what value is this information to you personally?

## *TITLE:*

Nutrition Savvy

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To evaluate your knowledge of nutrition

## *OBJECTIVES:*

1. To answer pre-test questions on the inks between diet and health
2. To read for the correct answers in Consumer Reports on Health
3. To apply the reading to yourself or to a client for whom you care
4. To read another source on one item of interest
5. To document the second source

# NUTRITION SAVVY

## *Procedures on the Job*

The January 1997 issue of Consumer Reports on Health features the article ***"How Nutrition Savvy Are You?"***

1. Read the first part of the article and take the 13-question quiz to test your knowledge about the links between diet and health.

2. Read pages 4-6 to find the correct answers to the questions. Figure your score based on the scoring recommendations on page 6.

3. In your journal, discuss at least one nutrition item learned from this article that can be of benefit to you personally or to someone for whom you care. Summarize what you learned from the article. What will you do for yourself or for the person for whom you care as a result of what you have learned?

4. As a follow-up, read another source about one of the items of interest to you--fiber, cholesterol, B vitamins, calcium, or something else. Give the full citation for this second source.

## *TITLE:*

Nutrition

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To understand the impact of nutrition on health

## *OBJECTIVES:*

1. To fill our and interpret a rating scale
2. To interpret tables and a diagram
3. To read for understanding
4. To complete computations
5. To apply the reading to the job
6. To analyze and define a problem
7. To write solutions to a problem

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# NUTRITION

## I. FILLING OUT A RATING SCALE

Complete the rating scale of personal eating habits called "Eating Smart Quiz" from the American Cancer Society and tally the score.

Answer these questions based on the rating scale:

1. The higher the score, the better my eating habits.
   a. True
   b. False

2. I scored the highest points in the following areas:
   (List them)

   ______________________________________________

   ______________________________________________

   ______________________________________________

3. I scored the lowest points in the following areas:
   (List them)

   ______________________________________________

   ______________________________________________

   ______________________________________________

4. The areas, therefore, that I need to work on are:
   (List them)

   ______________________________________________

   ______________________________________________

   ______________________________________________

# EATING SMART QUIZ

The Eating Smart Quiz developed by the American Cancer Society will help you determine whether you are eating a healthy diet. Give yourself 0, 1, or 2 points for each item depending on which of the choices best represents your eating habits. Then total the number of points on your quiz.

| **BAKED GOODS** | | **YOUR POINTS** |
|---|---|---|
| Pies, cakes, cookies, sweet rolls, doughnuts | • I eat them 4 or more times a week.<br>• I eat them 2-4 times a week.<br>• I seldom eat baked goods, or eat only low-fat baked goods. | 0 ____<br>1 ____<br>2 ____ |
| **POULTRY & FISH** | | |
| | • I rarely or never eat these foods.<br>• I eat them 1-2 times a week.<br>• I eat them 3 or more times a week. | 0 ____<br>1 ____<br>2 ____ |
| **HIGH-FAT MEAT** | | |
| Luncheon meats, bacon, hot dogs, sausage, steak, regular & lean ground beef | • I eat these every day.<br>• I eat these foods occasionally.<br>• I rarely eat these foods.<br>• I don't eat meat. | 0 ____<br>1 ____<br>2 ____<br>2 ____ |
| **LOW-FAT MEAT** | | |
| Extra lean hamburger, round steak, porkloin, roast, tenderloin, chuck roast | • I rarely eat lean meats.<br>• I eat lean meats occassionally.<br>• I eat mostly fat-trimmed lean red meats.<br>• I don't eat meat. | 0 ____<br>1 ____<br>2 ____<br>2 ____ |
| **CURED & SMOKED MEAT & FISH** | | |
| Luncheon meats, hot dogs, bacon, ham & other smoked or pickled meats and fish | • I eat these foods 4 or more times a week.<br>• I eat some 1-3 times a week.<br>• I seldom eat these foods<br>• I don't eat meat or fish | 0 ____<br>1 ____<br>2 ____<br>2 ____ |
| **LEGUMES** | | |
| Dried beans & peas (kidney, navy, lima, pinto, garbanzo, split-pea, lentil) | • I eat legumes less than once a week.<br>• I eat these foods 1-2 times a week.<br>• I eat them 3 or more times a week. | 0 ____<br>1 ____<br>2 ____ |
| **SNACKS** | | |
| Potato/corn chips, nuts, buttered popcorn, candy bars | • I eat these every day.<br>• I eat some occasionally.<br>• I seldom or never eat snacks. | 0 ____<br>1 ____<br>2 ____ |

| **DAIRY PRODUCTS** | | **YOUR POINTS** |
|---|---|---|
| | • I drink whole milk or 2% milk.<br>• I drink nonfat or 1% milk. | 0 ____<br>1 ____ |
| | • I eat ice cream almost every day.<br>• Instead of ice cream, I eat ice milk, low-fat frozen yogurt, or sherbet.<br>• I eat only fruit ices, and seldom eat frozen dairy desserts. | 0 ____<br>1 ____<br>2 ____ |
| | • I eat mostly high-fat cheese (jack, cheddar, colby, Swiss, cream).<br>• I eat both low-and high-fat cheeses.<br>• I eat mostly low-fat cheeses (pot, 2% cottage, skim milk mozzarella).<br>• I don't eat cheese. | 0 ____<br>1 ____<br>2 ____<br>2 ____ |
| **OILS & FATS** | | |
| Butter, margarine, shortening, mayonnaise, sour cream, lard, oil, salad dressing | • I always add these to foods in cooking and/or at the table.<br>• I occasionally add these to foods in cooking or at the table.<br>• I rarely add these to foods in cooking and/or at the table. | 0 ____<br>1 ____<br>2 ____ |
| | • I eat fried foods 3 or more times a week.<br>• I eat fried foods 1-2 times a week.<br>• I rarely or never eat fried foods. | 0 ____<br>1 ____<br>2 ____ |
| **WHOLE GRAINS & CEREALS** | | |
| Whole grain breads, brown rice, pasta, whole grain cereals | • I seldom eat such foods.<br>• I eat them 2-3 times a day.<br>• I eat them 4 or more times a day. | 0 ____<br>1 ____<br>2 ____ |
| **VITAMIN C-RICH FRUITS & VEGETABLES** | | |
| Citrus fruits and juices, green pepper, strawberries, tomatoes | • I seldom eat them.<br>• I eat them 3-5 times a week.<br>• I eat them 1-2 times a day. | 0 ____<br>1 ____<br>2 ____ |
| **DEEP GREEN/DEEP YELLOW FRUITS AND VEGETABLES** | | |
| Broccoli, cabbage, carrots, peaches | • I seldom eat them.<br>• I eat some 3-5 times a week.<br>• I eat them daily. | 0 ____<br>1 ____<br>2 ____ |
| **VEGETABLES OF THE CABBAGE FAMILY** | | |
| Broccoli, cabbage, brussel sprouts, cauliflower | • I seldom eat them.<br>• I eat them 1-2 times a week.<br>• I eat them 3-4 times a week. | 0 ____<br>1 ____<br>2 ____ |
| **ALCOHOL** | | |
| | • I have more than 2 drinks a day.<br>• I drink alcohol every week, but not daily.<br>• I occasionally or never drink alcohol. | 0 ____<br>1 ____<br>2 ____ |

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| **PERSONAL WEIGHT** | | **YOUR POINTS** |
|---|---|---|
| | - I'm more than 20 lbs. over my ideal weight.<br>- I'm 10-20 lbs. over my ideal weight.<br>- I'm within 10 lbs. of my ideal weight. | 0 ____<br>1 ____<br>2 ____ |
| **SCORE** | **TOTAL POINTS** _____ | |

**0 - 12.........A WARNING**
Your diet is probably too high in fat, and too low in fiber-rich foods.

**13 - 17.........NOT BAD**
You still have a way to go.

**18 +............YOU'RE EATING SMART**
You have been careful to limit your fats, and to eat a varied diet.

## NUTRITION

### II. INTERPRETING TABLES

Look at the following table of Suggested Weights for Adults and determine your suggested weight range. The higher end of the weight ranges apply to men who have more bone and muscle than women; the lower end of the weight ranges apply to women who tend to have less muscle and bone than men.

| HEIGHT | WEIGHT IN POUNDS | | HEIGHT | WEIGHT IN POUNDS | |
|---|---|---|---|---|---|
| | **19 TO 34 YEARS** | **35 YEARS & OVER** | | **19 TO 34 YEARS** | **35 YEARS & OVER** |
| 5'0" | 97-128 | 108-138 | 5'10" | 132-174 | 146-188 |
| 5'1" | 101-132 | 111-143 | 5'11" | 136-179 | 151-194 |
| 5'2" | 104-137 | 115-148 | 6'0" | 140-184 | 155-199 |
| 5'3" | 107-141 | 119-152 | 6'1" | 144-189 | 159-205 |
| 5'4" | 111-146 | 122-162 | 6'2" | 148-195 | 164-210 |
| 5'5" | 114-150 | 126-162 | 6'3" | 152-200 | 168-216 |
| 5'6" | 118-155 | 130-167 | 6'4" | 156-205 | 173-222 |
| 5'7" | 121-160 | 134-172 | 6'5" | 160-211 | 177-228 |
| 5'8" | 125-164 | 138-178 | 6'6" | 164-216 | 182-234 |
| 5'9" | 129-169 | 142-183 | | | |

Look at the following table of Calories Per Day That Will Maintain Your Current Weight Level and determine which of the three categories you are in and how many calories you need to maintain your weight.

| 1,600 CALORIES PER DAY | 2,200 CALORIES PER DAY | 2,800 CALORIES PER DAY |
|---|---|---|
| Many sedentary women<br>Some older adults | Teenage girls<br>Active women<br>Many sedentary men<br>Most children | Teenage boys<br>Many active men<br>Some very active women |

# NUTRITION

## III. INTERPRETING A DIAGRAM

Look at the U.S. Department of Agriculture "Food Guide Pyramid" on p.3 of the Krames publication, "*Nutrition: Better Choices for Wellness.*" Read, also, pp. 6-7 in that same publication. Answer the following questions:

1. According to the diagram, the largest source of food intake should be from

   a. meat, fish, and eggs group plus the milk and cheese group
   b. bread, cereal, rice, and pasta group
   c. fats and sweets group
   d. vegetable group plus the fruit group

2. The "servings" referred to are

   a. per week
   b. per year
   c. per day
   d. twice a week

3. Do the fats and sugars only occur in the top section of the pyramid, or do they occur throughout?

   a. only in the top section of the pyramid
   b. occur throughout the pyramid

4. A meal consisting of spaghetti with meat sauce, buttered garlic bread, and tossed salad with creamy Italian dressing uses food from how many of the groups?

   a. 2
   b. 3
   c. 4
   d. 5

5. If you were at Denny's for breakfast and ate 2 eggs, 2 sausage links, and 2 pieces of bacon, you would have had your recommended number of servings from the meat group and should not eat further items from that group for the rest of the day.

   a. True
   b. False

# NUTRITION

## IV. READING AND COMPUTING

A. Read the following passage:

The United States Department of Agriculture and the American Heart Association recommend that you limit your fat intake to no more than 30% of your calories, with only 15% of those fat calories coming from animal sources (eggs, meat, dairy products).

*If* you are in the 1,600 calories per day category, the maximum recommended limit for your daily fat intake is 54 grams.

*If* you are in the 2,200 calories per day category, the maximum amount of fat you should consume is 74 grams.

*If* you are in the most active category of 2,800 calories per day, you should try to consume no more than 94 grams of fat per day.

Each gram of fat has nine (9) calories.

The following illustrations show how to figure the maximum amount of fat recommended for your activity level or calorie intake:

1. 1,600 (calorie category)
   X.30 (30% of calories from fat)

   480.00 (calories) divided by 9 (calories per gram of fat) = 53.3 grams of fat, rounded to 54 grams

2. 2,200 (calorie category)
   X.30 (30% of calories from fat)

   660.00 (calories) divided by 9 (calories per gram of fat) = 73.3 grams of fat, rounded to 74 grams

3. Complete the last category:

   2,800 (calorie category)
   X      (30% of calories from fat)

   ______ (calories) divided by 9 (calories per gram of fat) = _____ grams of fat, rounded to ____ grams

## IV. READING AND COMPUTING CON'T

B. Answer the following questions:

1. If you ate a Hardee's Big Deluxe Burger for lunch and knew that it contained 30 grams of fat, how many calories from fat would you have consumed in that burger?

| | |
|---|---|
| a. 270 calories | c. 540 calories |
| b. 500 calories | d. 27 calories |

2. If you were in the 2,200 calorie category and ate those 30 grams of fat in the Deluxe Burger, how many more grams of fat would you be allowed for the day?

   a. 24 grams
   b. 64 grams
   c. 44 grams
   d. cannot be computed

3. If that same Deluxe Burger contained 500 total calories, how many additional calories could you eat that day to stay within your 2,200 total calories?

   a. 1,700
   b. 1,500
   c. 2,000
   d. cannot be computed

4. How many more of those 2,200 calories that day could come from animal sources to equal no more than 15%?

   a. none
   b. 20 calories
   c. 60 calories
   d. 330 calories

# NUTRITION

## V. APPLICATION TO THE JOB

Select a patient for whom you care and complete the following:

1. Based upon the lifestyle, how many calories per day should the patient have?_______
2. Approximately how much should the patient weigh?______________________________
3. How much does the patient actually weigh?___________________________________
4. Using the "Food Guide Pyramid," list the number of servings the patient eats from each category in a typical day:

   Fats, oils, sweets group........................................ ______ servings per day
   Milk and cheese group.......................................... ______ servings per day
   Meat, fish, eggs group.......................................... ______ servings per day
   Vegetable group.................................................. ______ servings per day
   Fruit group........................................................ ______ servings per day
   Bread, cereal, pasta group..................................... ______ servings per day

5. If the patient has a recommended diet, what foods from the pyramid does the diet recommend?_______________________________________________

   ______________________________________________________________

6. What foods, if any, are not recommended?_________________________________

   ______________________________________________________________

## NUTRITION

### VI. APPLIED READING

Read the cover story from January 16, 1995 Time magazine called *"The Plumping of America."* Locate its beginning page from the Table of Contents.

1. From the title of the article and the heading under the title, state the main point of the article.______________________________

   ______________________________

   ______________________________

   ______________________________

2. From the opening paragraphs you learn that in the 1980's men between the ages of 30 and 39 gained an average of how many pounds?______________________________

   And women?______________________________

3. As you read the article, identify the reasons the authors give to explain why Americans are getting heavier.______________________________

   ______________________________

   ______________________________

   ______________________________

# NUTRITION

## VII. APPLIED READING AND WRITING - PROBLEM SOLVING

Read through the Krames publication, "Nutrition: Better Choices for Wellness." Use this reading and the previous exercise on the "Eating Smart Quiz" to design a nutrition plan for yourself. The plan should include the following items:

1. Write a two-paragraph essay in which you explain 1) what changes you need to make in your dietary habits, and 2) why these changes need to be made. Use specific examples of changes in the kinds of food to be eaten.

2. Fill in the following chart of menus for one week to reflect a nutrition plan that would be good for you to follow.

| DAYS | BREAKFAST | LUNCH | DINNER |
|---|---|---|---|
| Sunday | | | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |

3. From the menus you have designed, make up a grocery list to cover these items. Be sure to specify items. For example, instead of just listing milk, list 2% milk. Or, instead of margarine, specify low-fat margarine.

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## *TITLE:*

Nutrition: The Food Pyramid

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To understand the impact of nutrition on health

## *OBJECTIVES:*

1. To read for information
2. To interpret tables/charts
3. To problem solve creative ways to increase valuable food sources

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# NUTRITION

## *PROCEDURES ON THE JOB*

"*The Food Pyramid: How to Make it Work for You*" in **Consumer Reports on Health** (September 1996), pp.102-104.

If you have previously completed a learning activity packet that included the USDA's Food Guide pyramid, this article will be a good follow-up to that material. This article indicates that you need to know more than this pyramid actually tells you, since the pyramid offers no specific recommendations about which items to choose within each food group. Just choosing an appropriate number of servings can cause you to end up with an unbalanced, unhealthy diet. This article proposes to fix the flaws in the pyramid by breaking each category of the pyramid into categories.

**I. Read the article and answer the following questions:**

A. In what areas does the pyramid fall short and how:

1. ______________________________

______________________________

______________________________

2. ______________________________

______________________________

______________________________

B. Consumer Reports fixes the flaws of the pyramid by breaking each food group into what categories? What do these categories mean?

1. ______________________________

______________________________

______________________________

2. ____________________________________________

____________________________________________

____________________________________________

3. ____________________________________________

____________________________________________

____________________________________________

C. What are some creative ways of increasing your number of servings?

1. Produce - ____________________________________

____________________________________________

____________________________________________

2. Grains - _____________________________________

____________________________________________

____________________________________________

## *TITLE:*

Nutrition and Health

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To develop nutrition materials for a client

## *OBJECTIVES:*

1. To read for information
2. To computer nutrition information from food labels
3. To compute using a nutrition counter
4. To apply the reading to clients

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# NUTRITION AND HEALTH

I. The pamphlet from the American Heart Association called "*How to Read the New Food Label*" identifies what to look for as you read food labels.

Read through the pamphlet carefully looking for answers to the following questions:

1. If you eat twice the serving size on the label, then you must
   a. cut the nutrient and calorie values in half.
   b. double the nutrient and calorie values.
   c. not worry about the nutrient and calorie values.
   d. none of the above.

2. If you need 2000 calories a day, your total fat intake should be how many grams?
   a. 3000g
   b. 2g
   c. 20g
   d. 65g

3. If you are to keep your sodium intake to under 3000mg a day, how many grams is that?
   a. about 3g
   b. almost 1000g
   c. one g
   d. cannot be computed

4. On this nutrition label the sodium is listed at 300mg. How much more salt can you have that day?
   a. about 2700mg
   b. about 700mg
   c. about 25g
   d. any amount

5. How many calories are there in 65g of fat?
   a. cannot be computed from information given
   b. 7.2 calories
   c. 260 calories
   d. 585 calories

6. Ideally, when you cut down on fats, you should eat more of which group?
   a. protein
   b. sugar
   c. carbohydrate
   d. vitamins and minerals

7. When you add up the calories listed, the nutrition label claims that there are 90 calories. How many are there actually?
   a. 52 calories
   b. 91 calories
   c. 27 calories
   d. cannot be computed

8. Protein has no % Daily Value beside it on the label. Why?
   a. Protein is not essential to one's diet.
   b. Most Americans get protein from animal meat and are therefore getting fat and cholesterol.
   c. Protein is really a part of the dietary fiber category.
   d. Most Americans get more protein than they need.

9. A label that advertises the product to be "Low Fat" must have
   a. 3 grams of fat (or less) per serving.
   b. less than .5 gram of fat per serving.
   c. less than 10 grams of fat per serving.
   d. no more than one-half the fat of a higher fat version.

10. A "Cholesterol Free" product may contain cholesterol and even saturated fat.
   a. True
   b. False

II. Read through the booklet, *It's Heartly Fare: A Food Book that Makes Sense of Fat, Cholesterol and Salt* by Timothy Harlan. The vocabulary and sentence structure of this book are very easy.

III. Complete the Practice Supplement exercises for *It's Heartly Fare*. Please note that you will need to use a nutrition counter.

IV. Read the article, "Helping Elders Eat Less Fat," from *Geriatric Nursing* (Volume 15, Number 3).

A. What is the main point of this brief article?____________________________________

______________________________________________________________________

______________________________________________________________________

B. Complete the Practice Supplement exercises for *It's Heartly Fare* for a client for whom you think the lowering of saturated fat and cholesterol is important.

## *TITLE:*

Nutrition
"Fast Food: Fatter Than Ever"

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To evaluate the nutrition of fast food

## *OBJECTIVES:*

1. To read for information
2. To compute calories and fat
3. To interpret tables/charts
4. To justify the evaluation

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# NUTRITION

## *PROCEDURES ON THE JOB*

**"Fast Food: Fatter Than Ever"** in Consumer Reports on Health (August 1996), pp. 85,87-88.

### I. BEFORE YOU READ

Describe a typical fast-food meal that you have had recently including the portion size.

### II. AS YOU READ

1. What is the thesis of the piece?____________________

________________________________________

2. In the sub-head, what does "*beefing up*" mean?________________

________________________________________

3. What did the recent study, funded by McDonald's, really show?________

________________________________________

4. What are the four recommendations or guidelines for choosing lean meals from fast-food menus?

________________________________________

________________________________________

________________________________________

________________________________________

5. Look at the boxes:

   a. **Arch Rivals -**
   If the Arch Deluxe gives you just over 25% of your daily value of calories, what percent of calories are left for other foods in the day? What percent of the daily value of fat is found in a McLean Deluxe?

   ________________________________________

   ________________________________________

b. **Size Counts -**
If you eat the Large Burger King meal described, how much daily value of fat will you consume? Even the Small Burger King meal gives you how much daily value of fat?

c. **Top This -**
What is the difference (in percent) of the daily value in fat between the Arby's meal with fatty toppings and the one with no fatty toppings? What percent of daily value calories will you consume in the Arby's meal with fatty toppings?

d. **Chicken Fat -**
How much daily value of fat is in a KFC Original Recipe?__________

What can you say about the daily value of fat and calories in the KFC Tender Roast Chicken with no skin?

e. **Loaded or Lean -**
If you eat a Wendy's Fatty meal, what has happened to your daily value of fat and calories for the day?

What are the differences between the fatty meal and the lean meal in fat and calories?

6. Look at the chart "**Fast Food Nutritional Profile**".

   a. Figure how many calories per day you need based on the information in footnote 1.

      ______________________________

   b. If a Jack in the Box Ultimate Cheeseburger has 1030 calories, how many more calories can someone needing 2000 calories per day have? How many can you have?

      ______________________________

   c. How many of the 260 calories in a McDonald's McGrilled Chicken Classic come from fat?

      ______________________________

   d. How many of the 114 calories in a KFC Tender Roast Chicken with no skin come from fat?

      ______________________________

   e. Which item on the entire chart do you judge to be *BEST*? Justify your answer.

      ______________________________

      ______________________________

   f. Which item on the chart do you pledge to be *WORST*? Justify your answer.

      ______________________________

      ______________________________

## III. AFTER YOU READ

Try to figure out the calories and percent of calories from fat in the fast-food meal you described before you read the article.

## *TITLE:*

Back Tips for Health Care Providers

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To develop strategies to protect your back

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary from contextual clues
3. To describe potential risks for back injury
4. To practice back exercises
5. To problem solve job scenarios involving the use of the back.

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# BACK TIPS FOR HEALTH CARE PROVIDERS (PART I)

## *PROCEDURES ON THE JOB*

You will be asked to read one or both Krames Communications publications, one called Back Tips for Health Care Providers and the other Lifting and Moving Patients: Simple Ways to Protect Your Back.

**I. Before You Read Back Tips for Health Care Providers:**

**Complete the applicable section(s) of "*Is Your Back at Risk*?" on page 3 of Back Tips for Health Care Providers.**

From your answers, what potential risks for back injury do you see in your job?

______________________________________________

______________________________________________

**II. Reading Activities for Back Tips for Health Care Providers:**

A. Make sure you can define these terms from your reading:

- anatomy--______________________________
- vertebrae--______________________________
- disks--______________________________
- joints, ligaments, muscles--______________________________
- alignment--______________________________
- hamstrings--______________________________
- quadriceps--______________________________
- herniated disk--______________________________
- maneuver--______________________________
- oblique--______________________________

B. Answer the following questions based on the reading:

1. What are the three natural curves of the back and where are they located?

   ______________________________

   ______________________________

   ______________________________

2. What is the difference between good body mechanics and poor body mechanics when you lift something weighing 10 pounds?

   ______________________________

   ______________________________

   ______________________________

3. In all the drawings of moving patients correctly, how does the back look?

   ______________________________

   ______________________________

   ______________________________

4. In moving a patient, where does the health care provider position himself/herself in relation to the patient?

   ______________________________

   ______________________________

   ______________________________

5. How are the following mechanical aids used?

   a. mechanical lift--______________________________

   ______________________________

   b. transfer belt--______________________________

   ______________________________

c. trapeze--____________________

d. roller (sliding board)--____________________

6. In almost all drawings and directions, how are the health care provider's knee(s) positioned?

7. What is the most common cause of back injury among health care providers?

8. How does one lift with arms and legs and not the back?

9. Why is it important to get help with lifting patients?

## III. After You Read

A. If you have back problems, consult your physician before attempting the following. If your back is healthy, practice the exercises listed in Krames for a healthy back.

B. Solve These Problems:

1. Explain how to move a patient from a wheelchair to a bed.

2. Explain what lifting, bending, twisting, pushing and pulling, reaching, and repetitive motions you perform on your job. Explain how you can improve on the performance of these activities.

3. *A new patient, Mr. Smith, needs to get out of bed and into a wheelchair. You were told that on good days Mr. Smith can support his 290 pounds and transfer himself with the help of two people. On other days he is too weak to help. He is totally dependent and needs to be lifted into the wheelchair.*

   Explain how you decide the best way to transfer Mr. Smith to a wheelchair. Explain the benefits and disadvantages of your decision as they relate to Mr. Smith.

4. *You need a box that is on the top shelf in the storage room. The shelf is too high for you to reach the box safely.*

   Explain each step to reach the box safely and take it off the shelf, moving it to an appropriate working level.

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

   ______________________________________________________________

# BACKTIPS FOR HEALTH CARE PROVIDERS (PART II)

## *PROCEDURES ON THE JOB*

I. **Before You Read Lifting and Moving Patients: Simple Ways to Protect Your Back:**

Complete the questionnaire on page 3 entitled "*Are You at Risk*?"

How many questions did you answer **YES** to? What areas need improvement for you?

______________________________________________

II. **Reading Activities for Lifting and Moving Patients: Simple Ways to Protect Your Back:**

A. Make sure you can define these words from your reading:

- epidemic--______________________
- unavoidable--______________________
- chronic pain--______________________
- minimize--______________________
- anatomy--______________________
- body mechanics--______________________
- vertebrae--______________________
- disks--______________________
- hamstring--______________________
- quadriceps--______________________
- friction--______________________
- coordinate--______________________
- pivot--______________________
- maneuver--______________________
- momentum--______________________

- anti-inflammatory--____________________

B. Answer the following questions based on the reading:

1. What are the three natural curves of the back and where are they located?

2. What are three things involved in poor body mechanics?

3. Explain the purpose and use of the assistive devices:

   draw sheets--____________________

   trapezes--____________________

   slide boards--____________________

   transfer belts--____________________

   mechanical lifts--____________________

4. In moving a patient, where does the health care provider position himself/herself in relation to the patient?

5. In almost all drawings and directions, how are the health care provider's knee(s) positioned?

6. Why is it important to get help with lifting patients?

## III. After You Read

A. Practice the back exercises and relaxation techniques prescribed in the booklet. Severe or prolonged back pain means that you should see a physician.

B. Solve These Problems:

1. How will you move a frail person with little control over body movement from a wheelchair to a bed?

2. Explain the lifting and moving of patients that you do on the job. Explain how you can improve on the performance of these activities.

3. *A new patient, Mr. Smith, needs to get out of bed and into a wheelchair. You were told that on good days Mr. Smith can support his 290 pounds and transfer himself with the help of two people. On other days he is too weak to help. He is totally dependent and needs to be lifted into the wheelchair.*

Explain how you decide the best way to transfer Mr. Smith to a wheelchair. Explain the benefits and disadvantages of your decision as they relate to Mr. Smith.

________________________________________

________________________________________

________________________________________

________________________________________

4. *You need a box that is on the top shelf in the storage room. The shelf is too high for you to reach the box safely.*

Explain each step to reach the box safely and take it off the shelf, moving it to an appropriate working level.

________________________________________

________________________________________

________________________________________

________________________________________

# BACKTIPS FOR HEALTH CARE PROVIDERS (PART II)

## *PROCEDURES ON THE JOB*

I. **Before You Read Lifting and Moving Patients: Simple Ways to Protect Your Back:**

Complete the questionnaire on page 3 entitled "*Are You at Risk*?"

How many questions did you answer **YES** to? What areas need improvement for you?

________________________________________________

II. **Reading Activities for Lifting and Moving Patients: Simple Ways to Protect Your Back:**

A. Make sure you can define these words from your reading:

- epidemic--____________________________________
- unavoidable--__________________________________
- chronic pain--__________________________________
- minimize--____________________________________
- anatomy--____________________________________
- body mechanics--________________________________
- vertebrae--____________________________________
- disks--______________________________________
- hamstring--___________________________________
- quadriceps--__________________________________
- friction--_____________________________________
- coordinate--__________________________________
- pivot--______________________________________
- maneuver--___________________________________
- momentum--___________________________________

- anti-inflammatory--

B. Answer the following questions based on the reading:

1. What are the three natural curves of the back and where are they located?

2. What are three things involved in poor body mechanics?

3. Explain the purpose and use of the assistive devices:

   draw sheets--

   trapezes--

   slide boards--

   transfer belts--

   mechanical lifts--

4. In moving a patient, where does the health care provider position himself/herself in relation to the patient?

5. In almost all drawings and directions, how are the health care provider's knee(s) positioned?

6. Why is it important to get help with lifting patients?

## III. After You Read

A. Practice the back exercises and relaxation techniques prescribed in the booklet. Severe or prolonged back pain means that you should see a physician.

B. Solve These Problems:

1. How will you move a frail person with little control over body movement from a wheelchair to a bed?

2. Explain the lifting and moving of patients that you do on the job. Explain how you can improve on the performance of these activities.

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Explain how you decide the best way to transfer Mr. Smith to a wheelchair. Explain the benefits and disadvantages of your decision as they relate to Mr. Smith.

4. *You need a box that is on the top shelf in the storage room. The shelf is too high for you to reach the box safely.*

Explain each step to reach the box safely and take it off the shelf, moving it to an appropriate working level.

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## *TITLE:*

Ergonomics and You

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To develop strategies to reduce CTD risks

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary from contextual clues
3. To identify potential CTD risk factors
4. To describe steps taken to reduce job-related injuries
5. To problem solve when on-the-job risk factors are identified

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# ERGONOMICS AND YOU

## *PROCEDURES ON THE JOB*

You will be reading the Krames publication entitled **Ergonomics and You: A Commonsense Approach to Reducing CTD Risks**.

### I. Before You Read

Most people have heard of injuries caused by the repetition of doing the same job over and over. For example, computer operators often suffer from the wrist disorder, carpal tunnel syndrome, from holding their hands in the same position for many hours. What are some other disorders that you have heard of or experienced as a result of the repetition of tasks that tax muscles, tendons, nerves, and joints?

________________________________________

________________________________________

### II. While You Read

A. Be sure that you can define the following terms from the reading:

- ergonomics--______________________________
- CTD--______________________________
- OSHA--______________________________
- static posture--______________________________
- contact force--______________________________
- repetition--______________________________
- environment--______________________________
- duration--______________________________
- recovery time--______________________________
- restrict--______________________________
- neutral position--______________________________
- hampered--______________________________

B. Answer the following questions based on the reading:

1. What are personal risk factors (not necessarily your own)?

____________________________________________

____________________________________________

____________________________________________

2. Complete the Test Yourself box on page 9.

3. Complete the Test Yourself box on page 11.

## III. After You Read

A. Complete the quiz on page 15 of the booklet. You and the instructor can check the answers. For any that you get wrong, look through the booklet to corroborate the correct answer.

B. You need to control your risk of CTDs at work and at home.

1. Identify the risk factors that you see on your job and in things you do at home.

____________________________________________

____________________________________________

____________________________________________

2. Assess the level of risk for each item identified in #1.

____________________________________________

____________________________________________

____________________________________________

3. What have you done or what will you do to reduce job-related injuries and the risk factors you see at home.

____________________________________________

____________________________________________

____________________________________________

4. What is your responsibility to your supervisor and other workers on the job when you identify risk factors?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

## *TITLE:*

Infection Control

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To develop strategies to control infectious diseases

## *OBJECTIVES:*

1. To read for information
2. To define vocabulary from contextual clues
3. To identify the exposure control plan, universal precautions, engineering controls, and work practice control plans of your employer
4. To problem solve job scenarios requiring infection control measures

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# INFECTION CONTROL

## *PROCEDURES ON THE JOB*

You will read the Krames publication called Infection Control: Protecting Yourself and Others. It is general enough to apply to home health aides, nursing assistants, and support personnel.

### I. Before You Read

Describe your employer's policies for reporting infections of health care providers or of patients?

____________________________________________________________

____________________________________________________________

### II. As You Read

A. Be sure that you can define the following from your reading:

- communicable--________________________________________
- consequences--________________________________________
- infectious--___________________________________________
- TB--________________________________________________
- HBV--_______________________________________________
- HIV--_______________________________________________
- AIDS--______________________________________________
- cytomegalovirus--______________________________________
- herpes--_____________________________________________
- staph infections--_____________________________________
- PPE--_______________________________________________
- HEPA--______________________________________________
- bloodborne pathogens--_________________________________

- OSHA--______________________________
- sharps containers--______________________________
- phlebotomy--______________________________
- CPR--______________________________
- biohazardous--______________________________
- contamination--______________________________

B. Answer the following questions based on the reading:

1. What are your best defenses against infectious diseases?______________

   ______________________________

   ______________________________

2. How is TB spread?______________________________

   ______________________________

   ______________________________

3. What are your employer's directions for controlling the spread of TB?

   ______________________________

   ______________________________

4. What are body fluids?______________________________

   ______________________________

5. How can infected blood enter your body?______________________________

   ______________________________

   ______________________________

6. What is an exposure control plan?______________________________

   ______________________________

7. What is your employer's exposure control plan?

8. What are universal precautions?

9. What universal precautions are practiced by your employer?

10. What are engineering controls?

11. What engineering controls does your employer employ?

12. What are work practice controls?

13. Which work practice controls does your employer practice?

## III. After You Read

A. Take the quiz on the back page of the booklet. If you miss any, find the appropriate answers in the text.

B. Describe any suggestions that you would like to offer to your employer for enhancing the infection controls already in place or for employing additional infection controls.

C. Look at the following incidents and problem-solve to explain your response in each case.

1. *You are in a stall in the restroom when a coworker enters another stall, uses the toilet, and leaves the restroom without washing her hands. Your coworker probably put pathogens on the door handle because she did not wash her hands after using the toilet.*

   How would you wash your hands and leave the restroom without picking up the pathogens from the restroom door? Also, explain how to prevent picking up other pathogens in your work environment.

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

2. *You are cleaning up a resident's room after his discharge. You find many personal care items such as a bedpan, wash basin, soap, and toothbrush.*

   Explain how you will clean and dispose of these items, detailing where you will take them for cleaning or disposal.

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

3. *You are preparing to give a bed-bath to a resident who is diagnosed to have Hepatitis B.*

   Determine what personal protective equipment you need to use, and explain why each item is necessary.

   ______________________________________________

   ______________________________________________

   ______________________________________________

   ______________________________________________

4. *You are orienting a new employee who resists using personal protective equipment (PPE). She asks you, "Who says personal protective equipment is important, and why do they have the right to tell me what to wear?"*

   Write an explanation of OSHA Standards and answer the new employee's questions.

5. *Ms. Kelly has severe congestion. The medication she is taking is not helping. Her doctor wants a sputum specimen.*

   Explain exactly the steps you will follow in collecting this specimen. What precautions will you take? What instructions will you give Ms. Kelly before you collect the specimen?

## *TITLE:*

Health and Safety: Drugs

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To reduce drug abuse in the workplace

## *OBJECTIVES:*

1. To read two Krames publications on Cocaine and Marijuana
2. To outline the information around major topics
3. To identify your employer's drug policies
4. To identify your role in exposing drug abuse in the workplace

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## HEALTH AND SAFETY: DRUGS

### *Procedures on the Job*

Drug use in the workplace is increasing at an alarming rate. Two Krames booklets are particularly helpful in dispelling myths about marijuana and cocaine, educating you about the two drugs, and helping you be part of the solution to drug abuse in the workplace.

Read one or both of the booklets:

*Cocaine in the Workplace: Is Life in the Fast Lane Really All It's Cracked Up to Be?*
*Marijuana: Are the Highs Worth the Isolation?*

After reading, outline the following information:

1. What are the various forms of the drug?

2. What are some of the more startling myths and facts about the drug?

3. What are the health risks associated with the use of the drug?

4. What are the psychological risks? The impacts on families?

5. What are the warning signs of drug abuse in the workplace?

______________________________________________

______________________________________________

6. What can you do if you know about drug abuse in the workplace?

______________________________________________

______________________________________________

7. What are your employer's drug policies?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

## *TITLE:*

Hospice Medical Chart

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To familiarize CNA's at Hospice with the
medical chart used with each client

## *OBJECTIVES:*

1. To define medical terminology and abbreviations
2. To read for information
3. To interpret problems and solutions
4. To explain processes
5. To problem solve the CAN role in the team process
6. To identify various roles on the team
7. To apply information to your job as a CAN

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# HOSPICE MEDICAL CHART

The following series of activities will require you to work extensively with Carroll Hospice's Medical Chart. Occasionally you will be asked to apply the knowledge to actual forms on clients filled out sans names for reasons of confidentiality. Some of the activities will also require usage of Hospice's accepted abbreviations, the Medical Dictionary, and regular dictionary. Even though you may not work with all these forms on a regular basis, Carroll Hospice has asked us to help you become familiar with the entire chart.

***Vocabulary Development/Abbreviations/Interpretation/Translation***

I. Under Admission find the Physicians Certification form. Complete the following steps for that form.

A. Under the Physician Plan of Treatment are listed 16 steps. Read through that list and write down all the words you do NOT know or are unsure of the meanings. Some sample words might include the following:

**resuscitate**
**nutritional**
**hydration**
**LOC** (a Hospice abbreviation)
**impactions**
**catheter**
**PRN** (an abbreviation)
**saline**
**atropine**
**cannula**
**Scopolamine**

For these and others that you do not know, use a regular dictionary, the Medical Dictionary, Hospice's Abbreviations, and any other useful source to give adequate definitions.

B. Pretend that the physician has checked Numbers 4, 5, 6, 7, and 13. Write out the meanings of each of these in clear, understandable terms.

C. Throughout the remainder of the form are terms and abbreviations that you should know. Define each of the following:

**DME**
**Karnofsky Status**
**BSC**
**W/C**
**O2**

II. Under Admission find the Hospice Medicare Benefit Election Form; also get a copy of the Medicare Benefit Brochure.

A. Before a client/representative signs this form, he/she must know what Hospice benefits are offered under Medicare. After reading through that section of the brochure, outline the major Hospice benefits under Medicare.____________

______________________________________________

______________________________________________

B. After reading through the services of the standard Medicare benefits program, what is the client giving up by waiving his/her rights to them in favor of the Hospice benefits?____________________________________

______________________________________________

C. Why must a client/representative waive standard Medicare benefits in order to get Hospice Medicare benefits?______________________________

______________________________________________

D. From the election form, explain how many benefit periods are available for Hospice care. Of what duration is each benefit period? Why is the last benefit period of indefinite length? Why are these benefit periods called "election periods"?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

Following the Hospice Medicare Benefit Election Form in the chart are two other forms applicable to Hospice Medicare benefits.

A. Look at the first one, Hospice Medicare Physician Certification/Recertification Form.

It must be signed initially by whom?______________________

What are they attesting to by signing?____________________

______________________________________________

Who must sign for any of the recertification periods?______________

______________________________________________

What is the difference between certification and recertification?____________________

____________________________________________________________

**B.** Look at the second one, Medicare Hospice Benefit Revocation.

What does the word revocation mean?____________________________________

What does the word forfeiting mean?____________________________________

If revocation is a noun, what part of speech is revoke?________________________

A client/representative can re-elect Medicare Hospice benefits in which benefit periods?____________________________________________________

A client/representative cannot re-elect Medicare Hospice benefits in which benefit period?____________________________________________________

Once the client/representative has revoked Medicare Hospice benefits, what benefits does the patient have?____________________________________________

____________________________________________________________

***Abbreviations/Defining Purpose***

III. Under the Progress Section is a sheet for Patient/Family Progress Notes. Locate the sample one filled out on a client sans name for confidentiality. There are a number of Hospice abbreviations used on this sheet. For each one listed below give the meaning.

**PCA**
**$\bar{c}$**
**EMS**
**T/C**
**f/u**
**URI**

What seems to be the pupose of this sheet?______________________________

__________________________________________________________

Who fills out this sheet?__________________________________________

In order to get a complete picture, you are referred to what other piece of information?

__________________________________________________________

***Vocabulary Development/Interpretation of Problem/Solutions given***

IV. Although home health aides and companions cannot dispense medication, often they must deal with the side effects of those medications. Knowing something about the medication, the action, and the side effects can help prepare you for dealing with the client. Under Medication Records in the chart is a form called Medication/Action/Side Effects of common medications given to terminally ill patients.

A. Look at the list of terms used in the Action column of the chart. Use the Medical Dictionary or regular dictionary and define each different term used there.

**analgesic**
**suppressant**
**antinauseant**
**antipsychotic**
**tranquilizer**
**anti-inflamatory**
**anticonetic**
**antihistamine**

Why is the term analgesic used so often in this column? ____________________

B. Various of the side effects may also be unfamiliar terms. Use various resources to define the following terms:

**Blood dyscrasias**
**clouded sensorium**
**dermatitis**
**edema**
**euphoria**
**extra pyramidal reaction**
**hyper/hypoglycemia**
**hypotension**
**n+v**
**occult bloodloss**
**respiratory depression**
**syncope**
**tinnitis**
**toxicity**

For each side effect, what should be your expected reaction as a home health aide or companion? ____________________

Is there any special equipment that you should have nearby for each side effect?

Is there any special consideration or adjustment that you need to help the client make for each side effect? ____________________

***Abbreviation/Vocabulary Development/Interpretation***

V. The Nursing Section seems to be an important one for understanding the patient/client. Find the form labeled Nursing Assessment.

A. Look over the entire form and list the areas covered by the form. For each area listed provide a brief explanation of its meaning. You may need to use the Medical Dictionary, a regular dictionary, or the list of abbreviations.

B. Use appropriate resources to define the following abbreviations and terms:

- **Vital Signs--**
  - **T**
  - **AP**
  - **RP**
  - **R**
  - **Supine**
- **EENT--**
  - **WNL**
  - **PERLA**
- **Cardiac--**
  - **Edema**
  - **Palpable**
  - **Cyanosis/peripheral changes**
- **Respiratory--**
  - **Dyspnea**
  - **Orthopnea**
  - **Sputum**
  - **PFT**
- **GI--**
  - **Bowel tones**
  - **ABD**
  - **BM**
  - **Hydration**
  - **Anorexia**
  - **Distension**
- **Endocrine--**
  - **IDDM**
  - **N-IDDM**
- **Genito/Urinary--**
  - **Vaginal**
  - **Penile**
  - **Nocturia**
  - **Oliguria**
  - **Incont**
  - **Hematuria**
  - **Dysmenorrhea**
- **Neuro/Muscular--**
  - **LOC**
  - **Syncope**
  - **Ataxia**
  - **Contractures**
  - **RUE**
  - **RLE**
  - **LUE**
  - **LLE**
- **Integument--**
  - **Desquamation**
  - **Necrotic**
  - **Necrosis**
- **Rest/Comfort--**
  - **Excruciating**
- **Psych/Cognitive--**
  - **WNL**
- **ADLS/Social/Environment--**
  - **PCG**
  - **Structural barriars to ADL/DME**

C. The third page of the Nursing Assessment is called a Pain Assessment Chart. What is the purpose of this form?________________________________________

______________________________________________________________

What is the difference between the pain described in #2 and what is called Breakthrough Pain in #9?________________________________________

______________________________________________________________

D. Look at the sample Nursing Assessment filled out on a patient/client sans name for confidentiality. Answer the following questions based on your interpretation of the nurse's assessment.

What is this person's medical history?

What does the nurse note about his EENT?

What is the only respiratory problem noted?

What is the most startling thing about his GI?

As a home health aide, what would you need to be aware of from the section on Genito/Urinary?

As a home health aide, what would you probably be called upon to do from the section on Neuro/Nuscular?

Explain the problems he has with his skin and what care you would have to give as a home health aide.

From the Pain Assessment Chart, explain where he has pain and what is being done to help alleviate the pain.

From this Nursing Assessment, summarize what changes you would look for if you were his home health aide.

***Abbreviations/Vocabulary Development/Interpretation***

VI. The nursing form labeled Problem/Goal Oriented Progress Notes includes a number of other terms that may be somewhat hazy to you.

A. Use whatever sources necessary to define the following terms:

**GI--**
- **Ascites**
- **Ostomy**

**Respiratory--**
- **Rales/Ronchi**
- **Apnea**

**Cardiac--**
- **Pitting**
- **JVD**
- **Mottling**
- **Cyanosis**

**Neuro--**
- **A+O x3**
- **Lethargic**
- **Agitated**

**Skin--**
- **Dusky**
- **Cyanotic**
- **Jaundiced**
- **Turgor**
- **Decubitus**

**Universal Precautions--**
- **Sharps container**

B. Look at the sample Problem/Goal Oriented Progress Notes filled out on a patient/client sans name for confidentiality.

What are the main concerns expressed by the nurse?________________________

____________________________________________________________

What has the family done to improve on any of the situations?______________

____________________________________________________________

In the comments the nurse indicates that the patient was able to achieve comfort "c MS elix." What does she mean?______________________________________

____________________________________________________________

***Interpreting Forms/Explaining Process***

**VII.** The Nursing Assistant section of the Medical Chart is important for giving a picture of how the patient is doing with the activities of daily living. The Hospice Nursing Assistant Assignment sheet is given to the nursing assistant for the performance of his/her duties. The Hospice Nursing Assistant Progress Note is filled out by the nursing assistant as a way of showing what activities he/she engaged in while with the patient.

A. Look at the areas checked on the sample Hospice Nursing Assistant Progress Note filled out on a patient. For each of the areas checked, write a brief statement indicating the steps that the nursing assistant would have to follow in order to complete the task.

Special skin care--perineal____________________________

________________________________________________

Bath--total bed bath_________________________________

________________________________________________

Shave--razor and cream_______________________________

________________________________________________

Toileting--bedpan/bedside commode______________________

________________________________________________

Dress--assist_______________________________________

________________________________________________

Exercise--turn patient________________________________

________________________________________________

Laundry--make bed/change linen_________________________

________________________________________________

B. The nursing assistant's progress notes are written on the back of the sample form. Interpret the note written by the nursing assistant.

What other kinds of observations could the nursing assistant have made?

________________________________________________________________

________________________________________________________________

What kinds of observations should the nursing assistant NOT make?

________________________________________________________________

________________________________________________________________

Why does the nursing assistant sign the note?____________________________

________________________________________________________________

Why is there a line drawn down the page?______________________________

________________________________________________________________

***Interpreting Forms/Explaining Process***

VIII. The form under the Nursing Assistant section called Home Health Aide Supervisory Visit is a useful tool for evaluating the nursing assistant's work with a patient. It is also useful for determining if the patient is in need of more service, less service, or the same service provided by the nursing assistant.

A. Interpret what "Functional Limitations" can include. Explain how these functional limitations can affect the kind of care given by a nursing assistant. You may use specific examples of patients to demonstrate your explanation.________________

________________________________________________

B. Why is Hospice interested in whether the patient and/or family is pleased or displeased with the services of the nursing assistant?________________

________________________________________________

C. How does a nursing assistant show that he/she has rapport with the patient/family?

________________________________________________

________________________________________________

D. Explain how a nursing assistant individualizes care. You may refer to specific patients to illustrate your explanation.________________

________________________________________________

E. What elements are considered in judging an aide's appearance?________________

________________________________________________

F. What elements are considered in judging an aide's attitude?________________

________________________________________________

G. What elements are considered in judging an aide's technique?________________

________________________________________________

H. Why is the patient's appearance considered part of the nursing assistant's evaluation?________________

________________________________________________

Why is the last item on the page written in bold print? What is significant about that item?____________________________________________

________________________________________________________

C. As a follow-up to the reading, choose a patient for whom you care that you think could use the services of the social worker. Explain how the patient/family could benefit from social work services.____________________________

________________________________________________________

***Vocabulary Development/Explaining Process/Problem Solving***

X. The section on Interdisciplinary Team Meeting Reports is one way that Hospice has of treating the whole person.

A. Explain what each discipline is responsible for reporting on at a team meeting:

**Medical Director**______________________________________________

**Director/Clinical Services**_____________________________________

**Social Worker**_______________________________________________

**Chaplain**___________________________________________________

**Director/Volunteers**__________________________________________

**Director/Bereavement**________________________________________

**Support Service**______________________________________________

**Nursing**____________________________________________________

As a nursing assistant and/or companion, which one of the above would present your concerns?

____________________________________________________________

Hospice wishes to make nursing assistants and companions part of the team process. What skills will you need in order to participate in the team process?______________

____________________________________________________________

What kinds of items could you present to the team that would be helpful in making decisions about patients?__________________________________________

____________________________________________________________

Choose one patient for whom you care and describe a concern or problem that you would like the team to discuss and resolve.__________________________________

____________________________________________________________

B. Examine the sample Interdisciplinary Group Care Plan Update that is filled out on a patient (name deleted for confidentiality).

What is the patient's diagnosis?______________________________

______________________________________________

What are the patient's problems/needs?_________________________

______________________________________________

For each problem/need, what is the goal?________________________

______________________________________________

How will each intervention help achieve the goal for each problem/need?______

______________________________________________

Information is presented at the team meeting on 5 areas. Explain what each area deals with generally and what each deals with specifically in reference to this patient:

**Medical/Nursing**______________________________

**Psycho-social**________________________________

**Spiritual**____________________________________

**Volunteers**__________________________________

**Other**______________________________________

If there are terms and/or abbreviations used in this summary that you are unfamiliar with, look them up in the appropriate resource.

As a result of this team meeting on this particular patient, what responsibilities do you think a nursing assistant will be given? a companion?__________________

______________________________________________

______________________________________________

______________________________________________

## *Organizing and Categorizing/Comparing/Contrasting*

XI. The Volunteer section of the chart contains one sheet explaining what a Hospic Volunteer can and cannot do for the patient/family.

A. Study the list of items under the column "Ways the volunteer CAN help." Decide on 3, 4, or 5 categories under which all these items can be grouped. Group the items under those headings.

B. The column "Ways the volunteer CANNOT help" is much shorter. What 3 main areas are off-limits to the volunteer?________________________________

__________________________________________________

__________________________________________________

C. How are these two lists similar to the role of the nursing assistant? the companion?

__________________________________________________

__________________________________________________

__________________________________________________

D. How are these two lists different from the role of the nursing assistant? the companion?______________________________________

__________________________________________________

__________________________________________________

***Reading For Information/Interpretation/Vocabulary Development***

IX. Look in the Social Work section of the chart. The sheet labeled Carroll Hospice Social Work explains what social work services are offered to patients.

A. Before you read through the sheet on Social Work, explain what you think social work services are in general.______________________________

________________________________________________

________________________________________________

Where do you find social work services being offered?________________

________________________________________________

Be sure you can define these terms:

**alternate**
**confidentiality**
**durable power of attorney**
**eligibility**
**emotional problems**
**financial problems**
**informed decisions**
**living will**
**medical problems**
**respite**
**social problems**
**supportive counseling**

B. Read through the sheet and answer the following questions:

What is the goal of social work services?______________________

________________________________________________

What is the role of the social worker? Summarize each item in your own words.

________________________________________________

________________________________________________

Each one of the roles begins with what part of speech? Why is this important?

________________________________________________

________________________________________________

## *TITLE:*

Hospice Nursing Assistant Competency Testing

## *ISSUE:*

Procedures on the Job

## *GOAL:*

To self-access the nursing assistant role

## *OBJECTIVES:*

1. To assess competencies by paper and pencil test
2. To assess performance competencies

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# HOSPICE NURSING ASSISTANT COMPETENCY TESTING

## PART I

The supervising RN will observe the home health aide in the performance of his or her duties to assess the competency of the aide. Many of the tasks must be observed first hand as the aide performs them on various clients. Other tasks can be measured through a series of questions. Answer the following questions to assess your competency in areas that can be tested by a paper and pencil test. Refer to the actual form, Hospice Nursing Assistant Competency Testing, to see all the areas covered.

1. **Observation, Reporting, and Documentation**

   a. What things are you to report about your clients?____________________

   ________________________________________________________

   b. What changes in a person's condition should you report?______________

   ________________________________________________________

   c. Why is appropriate charting important?____________________________

   ________________________________________________________

   d. Why is confidentiality important?_______________________________

   ________________________________________________________

   e. Who gets the HNA reports?_____________________________________

   ________________________________________________________

2. **Home Safety, Cleanliness, and Health Environment**

   a. List 5 things which help to make a home a safe place to live.__________

   ________________________________________________________

   ________________________________________________________

   ________________________________________________________

b. Give 2 examples of safety hazards in the home.________________________

________________________________________________________________

________________________________________________________________

c. Explain how to lift, bend, pull, and carry heavy objects.________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

3. **Emergency Situations**

a. What should you do if a patient falls?________________________________

________________________________________________________________

________________________________________________________________

b. What should you do if the skin tears or burns?________________________

________________________________________________________________

________________________________________________________________

c. What should you do if the patient chokes?____________________________

________________________________________________________________

________________________________________________________________

d. What should you do if fire occurs?____________________________________

________________________________________________________________

________________________________________________________________

e. What should you do in the event of severe bleeding?__________________

________________________________________________________________

________________________________________________________________

f. What should you do if the patient has a seizure?

## 4. Infection Control

a. List 5 measures to take for universal precautions.

## 5. Personal Care - Hygiene and Grooming

a. Explain how to make a bed with a person in it.

b. Explain how to give a bed bath.

c. Explain how to give catheter care.

## 6. TRP and Other Tasks

a. Explain the procedure for taking a patient's pulse.

b. Explain the procedure for taking a patient's oral temperature.

c. How do you measure the contents of a catheter bag?

## 7. Body Mechanics, Safe Transfer, Ambulation, and ROM

a. Explain how you would help a person move from bed to chair.

b. Explain how you would help a person use a cane.

c. Explain how you assist an ill or disabled person without straining your body.

d. Describe range of motion (ROM) exercises for the feet.

## 8. Elements and Changes of Body Function to Report

a. Describe how a terminal illness might change a person's mental and physical state.

b. Describe the progression of death and dying.

c. What should you do when a death occurs?

**9. Comfort Measures**

a. Describe measures to obtain comfort for a patient other than medication.

b. Describe measures you can take to improve the quality of life for a patient.

## PART II

When the supervising RN evaluates a home health aide's work with a client, he/she uses the Hospice form called Patient Care Observation - Supervisory Visit. Although such a form evaluates the nursing assistant on the basis of performance, the following questions are designed to help you explain what would be acceptable or appropriate performance in several of the areas. Refer to the form as you answer the questions.

1. **Personal Care and Comfort Attended To**

   a. What is the equipment that you would need for those items under Bath?

   ____________________________________________

   ____________________________________________

   ____________________________________________

   b. When you help a client walk, what are the principles of good body mechanics that you should follow?____________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   c. When you help a client walk, what are the principles of safety that you should follow?____________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

2. **Attention is given to risk management factors**

   a. What is appropriate attire for a nursing assistant?____________________

   ____________________________________________

   b. What is inappropriate attire for a nursing assistant?____________________

   ____________________________________________

3. **Patients' emotional needs are addressed**

a. List 3 different kinds of patients. Beside each type explain what topics of conversation would be appropriate for that individual, both therapeutically and socially.

b. List 2 different types of crisis situations for patients. Explain what support a nursing assistant can give each type.

c. How does a nursing assistant maintain a patient's privacy during care?

d. For the 3 different kinds of patients listed in a. above, how would you encourage each to be more independent?

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